

**STAFF APPRAISAL AND TEACHER PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN MBALE CITY UGANDA**

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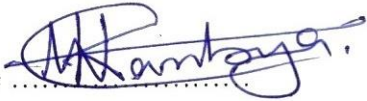


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DECLARATION

I Godwin Wambya hereby declare that this is my original work; it is not plagiarized and has not been submitted to any other institution for any award.

Signature 

Date..... 30th/MAY/2023

APPROVAL

I certify that this dissertation was conducted under my supervision and submitted for examination with my approval.

Signature 

Date 01/06/2023

Dr. Christine Margaret Okurut-Ibore

DEDICATION

This work is dedicated to my beloved wife Juliet Khaita Wambya for her selfless care and support who tolerated my financial demands during the course of study and made me realize and see the conclusion of this book.

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ABBREVIATIONS

CURASSE	-	Curriculum Assessment and Examination
DES	-	Directorate of Education Standards
DV	-	Dependent Variable
EFA	-	Education for All
ESA	-	Education Standards Agency
ESC	-	Education Service Commission
GoU	-	Government of Uganda
IV	-	Independent Variable
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
NPA	-	National Planning Authority
SESEMAT	-	Secondary Science and Mathematics Teachers
TSC	-	Teaching Service Commission
UNCST	-	Uganda National Council for Science and Technology
UNEB	-	Uganda National Examinations Board
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study investigated staff appraisal and teachers' performance in public secondary schools in Mbale City. The study was guided by three specific objectives; to establish the effect of goal setting, feedback and teachers' perceptions about appraisal on teacher performance in public secondary schools in Mbale City. The study population comprised all the five public secondary schools in the city, targeting 423 teachers and 5 head teachers. Out of 423 teachers, a sample of 204 teachers was selected through a proportionate calculation to obtain a representative sample from each school and then simple random sampling technique. Whereas purposive sampling was used to select 5 head teachers. The study adopted a descriptive cross-sectional survey research design with both qualitative and quantitative approaches. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages, mean, and standard deviation. Regressions were done to ascertain the effect of goal setting, feedback and teachers' perceptions about appraisal on teacher performance; Qualitative data analysis was done through thematic content analysis. The findings revealed that goal setting and feedback have a statistically positive and significant effect on teacher performance in public secondary schools in Mbale City, while teachers' perception about appraisal did not. It is concluded that staff appraisal may account for teacher performance in public secondary schools in Mbale City. It is therefore recommended that education policy makers and implementers pay much attention to staff appraisal in public secondary schools in Mbale City to enhance better teacher performance.

CHAPTER ONE: INTRODUCTION

This chapter presented the background to the study, problem statement, the purpose of the study, study objectives, research questions, conceptual frame work, significance of the study, justification of the study, scope of the study and operational definitions.

1.1. Background to the study

Global Monitoring Report on EFA recorded that teachers' performance worldwide is declining (UNESCO, 2015). They inadequately prepare lessons, report late to work, practice rote-teaching and absent themselves among others (Tao, 2013).

In 2012, UWEZO a Lobby group for education conducted a study in Tanzania and found out that the declining quality of education in primary and secondary schools was due to teachers' absenteeism. That even when teachers were present in school, most of them did not attend to their duties. The results show that in East Africa, both secondary and primary education has undergone enormous expansion in numbers causing a rise in government expenditure on education; but the quality of education is still low especially in rural areas.

The greatest challenge facing Uganda is provision of quality education (Kagolo, 2014). Many research studies have been instituted to try to describe the main cause of low teaching quality at secondary schools in Uganda (MoESTS,2014;Kagolo,2014; National Planning Authority [NPA], 2010;UNEB, 2011; Report of Uganda National Council for Science and Technology [UNCST], 2012). These studies observed inadequate lesson planning, overly large classes, lack of basic materials and high teacher and Head teacher absenteeism (ESA, 2003).

Similarly it has been observed that teachers inadequately prepare for lessons, deliver lessons and assess students in public secondary schools in Mbale City, Uganda (Directorate of Education Standards-Mbale Region Inspection Reports March and September 2021 and July 2022).

Globally, billions of shillings are spent annually by governments and companies on appraisal of employees (Mwema & Gachunga, 2014). All organizations cannot do without staff appraisal as a strategic human resource management instrument to achieve competitive advantage. It is a means of identifying, weighing and evaluating work output of each employee (Kareithi, 2018).

The Republic of Uganda Staff Performance Appraisal in the Public Service Guidelines for Managers and Staff (2007) advanced that the system of appraising staff is at the Centre of all institutions, more so during this period of tight competition. Teacher performance in public secondary schools can only be assessed when staff appraisals are adequate (Kyakulumbye, 2013).

This study aimed at finding out the impact of staff appraisal on performance of teachers in public secondary schools in Mbale City, Uganda. Under this section; historical, theoretical, conceptual and contextual background were introduced with respect to effect of staff appraisal on teacher performance.

1.1.1. Historical perspective.

Effective performance has been emphasized, at the time of Biblical Adam (Genesis 3:19) God said to Adam “you will have to work hard and sweat to make the soil produce enough food for you”.

Taylor (1911), developed an idea that men could be programmed to be as efficient as machines in industrial organizations. Accordingly a teacher should have a well-defined task put before him/her each day and must be accomplished, (Musaazi, 1982). While Weber (1921), believed in selection and promotion of teachers based only on technical competence geared at efficiency and effectiveness in performance (Hall, 1963; Nwankwo, 1982). Follet (1868-1933) emphasized putting greater attention on obtaining the cooperation of teachers and helping them to identify more closely with the school and its goals for effective performance (Musaazi, 1982). While Chester (1938) clearly demonstrated the inevitable interaction between formal and informal organizations in the school for high work output from teachers (Nwankwo, 1982).

On the other hand, staff appraisal has its roots in the Biblical story of the creation (Genesis 1:31) in which God did self-appraisal “God looked at everything He had

made and He was very pleased”. Manish & Rajneesh (2014) reveal that at the instance of Water Drill Scot in mid-1950s the US Army evaluated military personnel using the man to man rating system. Manish and Rajneesh (2014), contend that in the 1960s, the influence of the management by objective (MBO) implied that staff appraisal greatly emphasized setting of goals and assessing abilities related to performance. Determining goals at the onset of the assessment period gives employees targets of performance that are clear resulting to better performance (Peter Drucker, 1990).

Relatedly Moats (1999), put it that drift of focus during the 1970s ,1980s and 1990s was followed by many changes in appraisal design and use. The original systems of appraisal which were always closed and did not allow appraisees to view their reports were rejected in favour of open appraisals that allow workers to benefit from criticism and praise/feedback (Moats, 1999).Further still, Moats states that appraisals have had a shift to decentralization; from being developed and administered by centralized human resources departments, to being conducted by line managers directly above the appraisee.

According to Ssekamwa (1999), formal education was initiated in Uganda by the Arabs and Christian missionaries. The Arabs introduced Koran schools as early as 1844, Protestants and Catholic missionaries Western education in the year 1877 and 1879 respectively. In these schools, seriousness of the teachers in the discharge of their duties was stressed, and teachers were mostly informally appraised on the basis of ability to be obedient to their masters, their extent of diligence and discipline, as well as guiding the learners. This was mostly carried out through observing teachers as they conducted their duties, as well as basing on reports to employers by respective heads of department, the learners and the parents. (Ssekamwa, 1999).

1.1.2. Theoretical Perspective.

The expectancy theory of motivation was developed by Victor Vroom in 1964. According to the theory human beings are driven by what they envisage to be the result of their actions. Hence performance is a major component of the expectancy theory as it is interested in the linkage between effort-performance and rewards. (Namuddu, 2010).

The expectancy theory informed this study because an expectation that the results of the performance appraisal process will lead to an expected end, for example when a teacher achieves the set targets there is an expectation of a reward which could be in form of promotion, recognition or salary increase in turn triggers teachers to perform better.

Goal-setting theory was brought forth by Latham & Locke (1970) to enable prediction of the behavior of human beings in given work settings. In their theory, they highlight mechanisms that connect goals to performance outcomes, direct attention to priorities and focused minds and efforts. This theory reveals that setting goals is primarily linked to work accomplishment. Goals task staff to bring their knowledge and skills to bear and to raise their extent of success. The more tasking the goal, the more staff will exercise their highest repertoire of skills.

Goal setting theory was adopted for this study because appraisal of staff is the only instrument that helps to indicate whether there is better accomplishment of goals when the necessary process is followed Newstrom (2011). Jointly set goals between appraiser and teacher are the beginning of a successful appraisal because participation of employees in making decision increases their desire to work and job satisfaction (Muweesi ,2018).

1.1.3. Conceptual background

The concept of teachers' performance has enlisted a wide range of definitions from scholars and practitioners. Kigenyi (2017) postulated that performance of teachers has to aim at improving the teaching and learning process for students to benefit. Teachers as public servants are expected to perform their duties with dedication, diligence, integrity and justice. They are expected to maintain a high standard of personal conduct both in carrying out their duties and in their private lives (Uganda teachers' professional code of conduct, 2012)

Performance refers to teachers' academic performance in teaching and marking, preparing schemes of work, lesson plans and students' report cards, executing school duties and involvement in staff meetings, (Nanziri and Nabwiso, 1995). Teachers' performance implies the effectiveness of the teacher emanating from learners' performance outcomes, attendance of lessons, communication skills, coverage of the syllabus, professional knowledge, making decision and management of the classroom (Cole, 1998; TSC, 2008; Ndugu, 2014). Similarly, Mwema and Gachunga (2014) contend that the more the children learn, the better we judge teacher's performance to be. According to Everest and Michael (2012), teacher performance refers to teacher preparation in terms of scheming and lesson planning, classroom management, co-curricular activities and the general management of school affairs.

With reference to this study, performance of the teacher was conceptualized as the level to which school objectives are achieved by the teacher through effective planning: making schemes of work and lesson plans, timely syllabus coverage, timely assessment of students, attendance to and lesson delivery.

On the other hand, different researchers have tried to bring into focus the meaning and concept of staff appraisal. Decenzo and Stephen (2005), refer to it as a formal method undertaken in evaluating and analyzing given tasks with the overall aim of rewarding, appreciating or revising staff performance. The performance of such duties can be measured through among other things staff appraisal (Education Act, 2008).

According to Bayon (2013), staff appraisal is a weapon employed by companies to assess performance of staff in respect to certain pre-established criteria and

institutional objectives. Decenzo and Robbison (2002) assert that stating and communicating appraisal goals brings clarity in the minds of the staff and enables them determine their contributions to the accomplishment of those objectives.

Byars and Rue (2000), postulate that staff appraisal is the process of determining standards, evaluating performance of the teacher in respect to the set standards, availing teachers with feedback on their performance and designing plans for improving performance. According to the Uganda Public Service Standing Orders (2010), staff appraisal is the evaluation of the performance of a person in respect to the objectives, activities, outputs and targets of a job over a specified time period.

As enshrined in The Republic of Uganda Staff Performance Appraisal in the Public Service Guidelines for Managers and Staff (2007), the staff appraisal process has four steps; Joint Performance Planning between supervisor and teacher, Monitoring performance, Assessment of Performance and Improvement of Performance along with Feedback and regular Follow up with the overall aim of increasing teacher motivation and performance.

The (2010) Uganda Public Service Standing orders envisaged that staff appraisal is mandatory “Responsible officers shall make sure that all public officers are trained to obtain performance appraisal skills” accordingly “Responsible officers shall be held accountable for any failure or irregular completion of staff appraisal reports for their employees”. Accordingly annual performance appraisal is anticipated to be carried out at school level by head teachers who directly supervise teachers by December 31st annually (Ministry of Public Service, 2010).

The operational definition of staff appraisal is a systematic process of assessing the performance of a teacher against set goals and providing constructive feedback to him or her in order to improve teaching and learning.

Staff appraisal in this study was measured in terms of Goal Setting, Feedback and Teachers’ Perceptions about Appraisal. Goals are the end toward which effort is directed. Goal setting is a process where the appraisee and appraiser jointly

identify objectives, outputs or performance targets at the onset of appraisal cycle to be accomplished by the expiry of the period of appraisal. Setting and sharing goals instills clarity in the minds of the teachers towards the achievement of those goals. Goals that are set together between the appraiser and the teacher and clearly show standards to be achieved lead to better performance because teachers know what is expected of them. Goals which are specific, tasking and agreed by teachers accompanied with proper feedback will enlist higher level of performance (Locke and Latham, 2006).

Feedback refers to the responses or reports given to teachers by their supervisors about their job performance in relation to set targets and objectives. Constructive feedback always given by appraisers immediately after appraisal helps the teachers become aware of their performance which in turn motivates them to better their on-the-job performance. Boice and Kleiner (1997) opine that regular feedback regarding performance is vital as it facilitates greater improvement and stimulates open communication.

While Teachers' perceptions are thoughts, beliefs or opinions teachers have on staff appraisal shaped by their background, knowledge and life expectations. Feelings or opinions about the fairness of the appraisal process, an activity with no meaning to teachers, time wasting exercise and whose reports do not matter may impact positively or negatively on teacher performance. Therefore it is implied that supervisors should be aware that their practices of appraisal will influence appraisee perceptions and attitudes which obviously determine the success or failure of the process of appraisal. (Oberg, 2001). The basic aim of staff appraisal is to improve teacher performance. Failure of the appraisal process in turn demotivates teacher performance.

1.1.4. Contextual background

One of the basic duties of any state is to provide public education. For this reason, over the last two decades the Ugandan Government has been greatly investing in better access to and quality of public education. As much as access at secondary level of education looks to have been enlarged, the education quality generally

seems to remain a big challenge in the country (Ministry of Education, Science, Technology and Sports [MoESTS], 2014; National Planning Authority [NPA], 2010).

Actually, even the DES subsequent reports annually have time and again disclosed that the way secondary schools' teachers in Uganda teach, does not comply to the classroom standards in place by the Directorate let alone the National Curriculum Development Centre [NCDC] (Curriculum Assessment and Examination [CURASSE], 2007). All these are going on amidst Government efforts to initiate performance contracts that imply rigorous assessment of how public servants - including teachers execute their work.

As per the Education Act 2008, in Uganda, appraisal of academic staff in secondary schools has to be done so as to identify their weaknesses and strengths, for the purpose of making their performance better. This practice is mandated to be conducted annually at the end of term three. Accordingly any teacher who fails to be appraised for three consecutive years, is considered to have absconded from duty and hence should be deleted from the Government pay roll.

The Uganda Public Service Standing Orders 2010 also observed that staff may not perform to their maximum ability when not informed about the extent of their current performance and they are helped to improve. Therefore the introduction of staff appraisal in Uganda and Mbale City as well, was an effort that was meant to motivate, stimulate and ignite individual performance of teachers so as to have positive competition.

This study was pursued to reveal the effect of staff appraisal on teacher performance in public secondary schools in Mbale City, Uganda. It was derived from the fact that regardless of initiatives by Government to better the education quality in the country, the quality of teaching-learning practices at secondary school level is still poor (MoES, 2013a). The poor quality of teaching-learning practices has been depicted in various ways. For example, there have been reports of teachers poorly scheming and lesson planning; enormous usage of teacher-centred instead of learner-centred pedagogies; and predominantly employing theoretical instead of practical approaches to the teaching of sciences (UNEB, 2011;

MoES, 2012; Uganda National Council for Science and Technology Report [UNCST], 2012).

A report on follow-up inspection in Eastern Uganda by the Directorate of Education Standards September 2021 indicated that teachers' preparation for teaching was inadequate in that as much as schemes of work had been prepared in 68% of the schools; there were no written lesson plans and records of work in all the schools. While all schools were, by default, SESEMAT compliant, only 29% had written science lesson plans. In their concluding remarks the DES inspection reports of 2021 and 2022 disclosed that most teachers were less committed and motivated an action that endangered good habits of work, team spirit and the teaching quality in the secondary schools of Mbale City as levels of attainment by students were observed to be low due to inadequate supervision, lack of provision for promoting science skills among students by teaching practical lessons appropriately and adequately.

However, there has been inadequate research on how staff appraisal especially goal setting, appraisal feedback and teachers' perceptions about appraisal affect teachers' performance in public secondary schools which this study sought to investigate.

1.2. Statement of the problem

Government of Uganda enforces quality assurance measures by creation of Directorate of Education Standards for regular school inspection, SESEMAT teacher training project and performance contracts for head teachers (FY 2021/2022 Education and Sports Sector Annual Performance Report-MoES 2022). However performance of teachers in public secondary schools in Mbale city, Uganda is on a downward trend despite the government's undertaking towards improving quality of public secondary education (DES report, 2022).

If the issue of staff appraisal and its effect on teachers' performance in public secondary schools is not acted upon then the need to have quality public education to contribute to economic development in Uganda may not be realised (GoU, 1992).

Staff appraisal in public secondary schools in Mbale City is done according to Staff Performance Appraisal in the Public Service Guidelines for Managers and Staff (2007). However, teacher performance in Mbale City public secondary schools is poor and continues deteriorating as reflected by the 2021 and 2022 inspection reports on Eastern Uganda by the DES. The reports reveal that teachers' preparation for teaching was inadequate. Over 37% of the teachers did not make schemes of work and only 28% had written lesson plans. Teachers' attendance to and lesson delivery was inadequate and they inadequately assessed students. The reports also indicated that some teachers were convinced that lesson plans were for primary school teachers and worse still failed to show up when it came to their notice that they were going to be observed while teaching. The question is why is staff appraisal not effective in improving teacher performance in public secondary schools in Mbale City, thus the necessity for carrying out this research to find out where the problem lies.

1.3. Purpose of the study

The purpose of this study was to find out the effect of staff appraisal on teacher performance in public secondary schools in Mbale City, Uganda.

1.4. Specific objectives

- i. To find out how goal setting affects teacher performance in public secondary schools in Mbale City, Uganda.
- ii. To find out how appraisal feedback affects teacher performance in public secondary schools in Mbale City, Uganda.
- iii. To find out how teachers' perceptions about appraisal affects teacher performance in public secondary schools in Mbale City, Uganda.

1.5. Research questions

- i. How does goal setting affect teacher performance in public secondary schools in Mbale City, Uganda?
- ii. How does appraisal feedback affect teacher performance in public secondary schools in Mbale City, Uganda?

iii. How do teachers' perceptions about appraisal affect their performance in public secondary schools in Mbale City, Uganda?

1.6. Conceptual frame work

A conceptual frame work is a map that attempts to explain the relationship that exists between the independent, dependent and moderating variables that all put together, create or have an effect on teacher performance in this case (Kombo & Tromp, 2006).

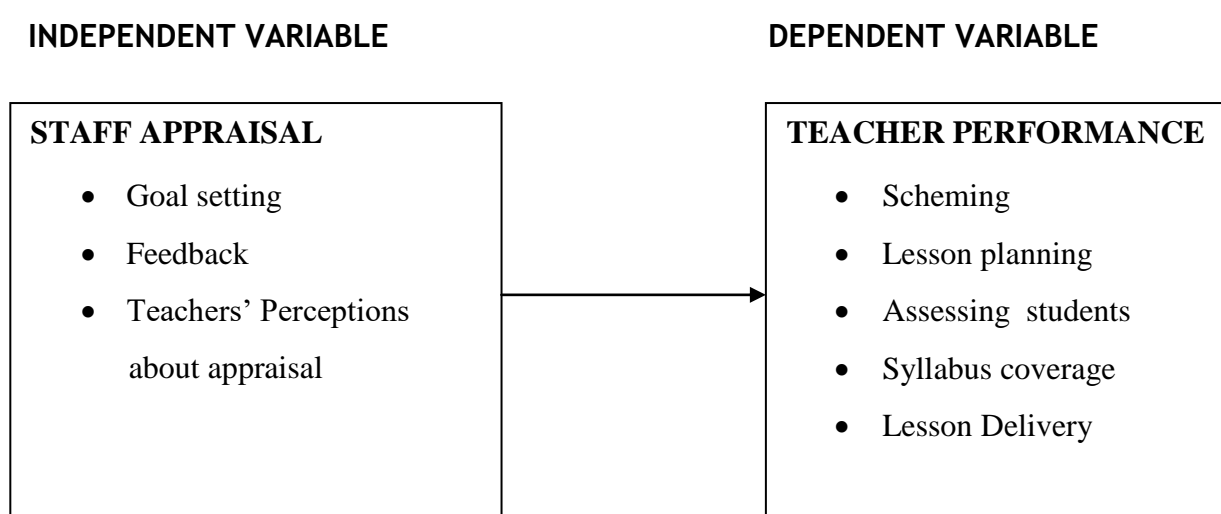


Figure 1 Conceptual Framework showing the relationship between staff appraisal and teacher performance.

Source: Literature reviewed (Education Act,2008; Nairuba, 2011; Namuddu,2010;Kyakulumbye,2013;DES Report,2015;Kigenyi,2017;Atugonza,2017)

The conceptual framework above depicts the relationship between the independent variable (staff appraisal) and the dependent variable (teacher performance). Staff appraisal was weighed in terms of goals set, feedback given and teacher's perceptions about appraisal; while teachers' performance in form of scheming, lesson planning, assessing students, lesson delivery and syllabus coverage.

The conceptual frame work above was based on a many to one approach of the study objectives (Amin, 2005).If goals are systematically set, constructive feedback

is given to teachers and teachers hold positive perceptions about staff appraisal then improved teacher performance is likely to be achieved and vice versa.

This study is aimed at establishing the effect of staff appraisal on teacher's performance based on the constructs of goal setting, appraisal feedback and teachers' perceptions about appraisal. However, there are other factors that may influence teachers' performance negatively or positively other than appraisal. These other factors include teachers' qualifications, leadership of the head teacher, staff welfare, motivational practices, continuous professional development to mention a few. The type of leadership exercised by head teachers influence teachers' performance. Head teachers who are innovators, have a sense of shared decision-making and inspiring tend to elicit better teachers' performance compared to autocratic and laissez faire head teachers (Ochwo, 2013). Kigenyi (2017), in his study found that welfare is positively associated with teachers' performance in public primary schools in Bugisu sub-region. Nairuba (2011), carried out a study on the effect of motivational practices on teachers' performance among secondary schools in Jinja, Uganda. The study concluded that other than motivational practices, there could be other factors that were affecting teachers' performance in the schools. However, other factors other than staff appraisal are beyond the scope of this study.

1.7. Scope of the study

1.7.1. Geographical scope;

This study was carried out in public secondary schools of Mbale City, Uganda as chosen by the researcher because it has been noted that despite Staff appraisal in these schools the challenge of poor teacher performance has remained evident.

1.7.2. Content scope;

The study examined the effect of staff appraisal on teacher performance in public secondary schools of Mbale City, Uganda. The independent variable being staff appraisal while teacher performance the dependent variable. In particular the study examined the effect of goal setting, appraisal feedback and teacher perceptions about appraisal on teacher performance in public secondary schools in Mbale City, Uganda.

1.7.3. Time scope;

The research spread over five years from 2019 to 2023. This time span was selected because subsequent annual reports of the Directorate of Education Standards had time and again disclosed that the way teachers taught in the secondary schools in Mbale City, did not comply to the established classroom standards of the Directorate let alone the National Curriculum Development Centre [NCDC] (DES report, 2021).

1.8. Significance of the study

The study findings will be of necessity to; management of all secondary schools in Mbale City, Uganda because they will be able to appreciate the challenges of appraising staff and their impact on performance of teachers. Similarly staff appraisal will be made better. Other schools may benefit when the Ministry of Education and Sports adopts the staff appraisal model for them. The study will also provide knowledge to the field of staff appraisal. In addition to this, other scholars may conduct further research basing on the findings of this study.

1.9. Justification of the Study

The rationale for undertaking this study is premised on the need by the researcher to see good quality public education and good teacher performance in public secondary schools in Mbale City since it has been reported that the quality of education is declining (MoES, 2013a). As noted earlier, while a significant amount of research on education in Uganda exists (Namuddu, 2010; Nairuba, 2011; Kigenyi, 2017; Mwema and Gachunga, 2014), research on teachers' performance in public secondary schools is comparatively thin and a study on effect of appraisal on teachers' performance in public secondary schools Mbale City has not been undertaken. Yet many education policy documents such as The Republic of Uganda Staff Performance Appraisal in the Public Service Guidelines for Managers and Staff (2007), the Education Act 2008 and The Uganda Public Service Standing Orders 2010 point out the role of staff appraisal towards better teacher performance, hence the need for the present study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter reviewed the existing literature on staff appraisal and teachers' performance which formed a nucleus for the current study. It presented the views and ideas or work done by other scholars, or researchers about the background on the effect of staff appraisal on teachers' performance. The review of literature comprised theoretical review and a review of related literature. The related literature is arranged according to objectives of the study and hence contains sections on goal setting, appraisal feedback and teacher perceptions about appraisal.

2.2. Theoretical Review

Expectancy theory brought forward by Victor Vroom in 1964 is hinged on the hypothesis that human beings adjust their behavior in the company on the basis of envisaged satisfaction of valued goals set by them. In this theory, it is anticipated that performance is as a result of the expectations regarding future events. Vroom's (1964) expectancy theory of motivation proposes that behaviour results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain (Namuddu, 2010)

The expectancy theory assumes a person is motivated to behave in a certain way due to a combination of three perceptions: expectancy, valence and instrumentality. Expectancy is a perception by a person that more effort will lead to better performance; instrumentality is the perception that better performance will lead to esteemed results, thus assumed connection between performance and rewards, valence which is the assumed value linked to rewards or value the employee/ person exerts on the anticipated end result.

The Vrooms (1964) expectancy theory believes in appraisal not targeting only one element of assessment but instead a combination of elements that best evaluate a person in line with its expectancy, instrumentalism and valence perspectives. The expectancy theory further explains that an individual will change his/ her action to

attain the fulfillment by achieving the targets they set and future goal (Saleman, Storey and Billsberry, 2005).

The expectation that the results of the performance appraisal process will lead to an expected end, for example when an employee achieves the set targets there is an expectation of a reward which could be in form of promotion, recognition or salary increase. Hence performance is a major component of the expectancy theory as it is interested in the linkage between effort-performance and rewards. (Namuddu, 2010).

Goal-setting theory is also necessary to guide this study. Goal-setting theory was brought forth by Latham and Locke (1970). In their theory, they show mechanisms that link goals to outcomes of performance. Newstrom (2011) confirmed that setting goals motivates due to the fact that there is a discrepancy to be met between the current and the future performance. This causes tension and employees diminish it by accomplishing the goals. This thus increases workers' drive, gives competence in work and up lifts self-esteem which further accelerates the desire for self-improvement (Kareithi, 2018).

The theory reveals that goals which are specific, tasking and agreed by workers accompanied with proper feedback will result into higher extent of performance (Locke and Latham, 2006). As observed by Locke and Latham (2006), there are five rules of setting goals that can facilitate our chances of accomplishment: clarity, challenge, commitment, feedback and task complexity. The theory of Goal-setting concurs that commitment to goals is possibly going to be high when goals are shared and they are not forced on people.

Cardy (2004) emphasized that situational and personality factors have a bearing on a person's preference to accomplish easy or hard goals. Situational factors are; excellence or failure on the tasks, monetary and verbal rewards, feedback, involvement and competition. Muweesi (2018), proclaimed that participation of employees in making decision increases their desire to work and job satisfaction. While kareithi (2018), related this to teacher involvement in designing performance appraisal since performance appraisal involves setting goals to be attained by staff at the end of the appraisal period.

Latham and Locke (1970) propounded that goal-setting theory leads to control theory which relies on feedback as a way of shaping behavior. Control theory enables employees accept the shortfall between what they are dwelling on and what they are anticipated to do and take corrective action to overcome the shortfall thus making feedback a critical part of performance management process. The theory was supported by Newstrom (2011), that appraisal of staff is the only instrument that helps to indicate whether there is better accomplishment of goals when the necessary process is followed, hence the theory being adopted for this study.

2.3. Review of Related Literature

2.3.1. Goal Setting and Teacher Performance

Mayse (2016) defined goals as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to accomplish, then following that plan to success. Goal setting is done in all spheres of life from companies, schools to military engagement. With goals teachers are given direction to follow and helped to turn their plans to a reality. Every successful company or entity should have clear and defined goals that are designed to bring the most out of individuals as well as a group. He also high lights that goals enable an individual realize success and encourage those who always set them. Goals drive people to strive for and realize what they want to achieve in their life.

Latham and Locke (1970) highlight that goals challenge staff to draw on their knowledge and skills to bear and to raise their chances of excellence and that the more tasking the goal, the more human beings will draw on their full repertoire of skills. Likewise Heather (2017) accepts that teachers' goals may influence their growth professionally and instructional effectiveness and without obligation to one's goals there may be no significant progress.

Choon and Cheng (2016) investigated the influence of setting goals on workers' commitment to promote organizational effectiveness in Singapore. The study found out that setting goals promotes performance of employees and eventually enables effectiveness of the organization. The investigation also reflected that goal setting

is seen as a means for assisting all staff to pull in a similar direction with a view of better performance.

The views cited above highlight the positive impact that goal setting plays regarding teacher performance. For teachers to perform well the appraiser and the teacher must jointly set and agree upon the performance goals that will not only impact to each school activity but also how the goals will be met. Consequently, this is a global view and therefore generalized in nature. As regards Mbale City, no empirical research has been done on the views of Mayse(2016) and the others. Do supervisors and teachers in this area jointly set goals at the onset of the appraisal cycle? In case they do, what effect does it have on performance of teachers in public secondary schools of Mbale City? Therefore, the need to answer such pertinent questions prompted the study.

Likewise a study by Khan (2014) regarding the effect of setting goals on the performance of teachers revealed that setting goals increases efficiency and effectiveness of teachers. Kumar (2014) also contends that teacher involvement in mutually set goals with the supervisor is emphasized by Modern philosophy. The underlying philosophy based on in mutual setting of goals is that staff will work much harder for goals or objectives that they have been involved in setting. He further recommends that the teacher and the supervisor have to work together to determine standards for evaluating each objective. Throughout the period of appraisal each person must be effectively brought on board and educated through the whole process.

Ali (2012) opines that employee participation in coming up with system of appraisal or criteria employed to evaluate them and in deciding own goals results in appraisal being more effective and successful. Concerning this, Odhiambo (2005) stated that, “a good scheme of appraisal will be that is designed by the teachers on their own and /or where the teacher is fully involved in its design”. Bartlett (2000) substantiated that, the more employees are involved in designing the mechanism of appraisal, the more satisfied they are. The quality of involvement is crucial, in terms of the level the staff feels able to contribute his/her views and attitudes in an easy way.

Decenzo and Robbison (2002) stress that setting and sharing appraisal objectives develops clarity in the minds of the workers owing to the fact that members of staff get chance to discuss organizational objectives and to clearly state their roles to the accomplishment of those objectives. Ministry of public services performance appraisal guideline (2007) stresses that sharing of performance objectives enables managers to have a chance to discuss the objectives set with their subordinates and determine contributions of each one of them to the over- all objectives. Regularly discussing goals with the teacher energizes the teacher to perform better. However, no empirical research has been undertaken to affirm if this approach is used by supervisors in public secondary schools in Mbale City.

Fletcher and Williams (1996), opine that appraisers have to make sure that the objectives ably represent the full range of duties executed by the employee, more so the daily tasks that consume time but are always overlooked as vital accomplishments. Mwema and Gachunga (2014) conducted a study on the impact of staff appraisal on employee work output in offices of World Health Organization (WHO) in East Africa. From their findings it was recommended that companies should appraise their staff regularly through utilized targets and achievements.

A research gap in the view by Fletcher and Williams (1996) and the study by Mwema and Gachunga (2014) described above is that they dwelt on goal setting in other organizations and abroad. In particular this study is interested in determining if goals set represent a full range of day to day duties carried out by teachers and how this affects performance of teachers in public secondary schools in Mbale City.

Fletcher and Williams (1996), argue that, effective work performance can only be achieved when the set objectives are Specific, Measurable, Attainable, Realistic and Time-bound-SMART. Njeru (2015) investigated the contribution of appraisal of teachers on their performance and also concluded that effective individual goals of performance have to be SMART. While Mwema and Gachunga (2014) opine that it is necessary that members of the institution understand exactly their expectations and the criteria by which their work and results will be assessed.

Odhiambo (2005) argues that, “one of the major signs for effectiveness of the system of appraisal is how good the yardstick used to appraise the job done by the

staff is”. He further states that the yardstick has to be specific, tasking, realistic, dynamic, easy to interpret and in line with goals of the institution and probably measurable. On top of this, Rees and Porter (2003) contend that the clarity of the standard used for appraisal is essential for appraisal to be successful.

The fore going observations by Fletcher and Williams (1996) and others regarding the need for clarity of goals in enhancing teacher performance not only fall in line with the researcher’s quest to find out if the goals set for staff appraisal in public secondary schools in Mbale City are specific but also if teachers achieve the set goals.

Dobson (2016) pursued an investigation on the nature and practice of setting goals during appraisal of teachers. The outcome of the investigation stressed that for teachers to realize their goals, foremost they have to accept that goals are essential and that they have the ability to meet them. Ingram, lee, Mazzotti and Lowe (2016) discovered that training on setting of goals is a means to increase academic involvement as much as teachers assume they are not ready to set goals. Finally the study depicts that setting goals is effective in making performance of the teacher better which ultimately raises academic achievement of the student.

2.3.2. Feedback and Teacher Performance

Murphy and Cleveland (1995) proposed that for a system of staff appraisal to be effective, it must comprise both evaluating and feedback operating systems functioning side by side to each other. The feedback system enables staff to be aware about their performance (their work quality), while the company is able to identify the performance gap (what has to be done and what is really being done) using the evaluation system. In addition Boice and Kleiner (1997) opine that planning of performance and continuous performance feedback are essential as they enable further improvement and facilitate open communication.

Appraisal and feedback have a significant positive contribution on teachers and their role because teachers reveal that it raises their job satisfaction and to some extent, their job security (Pecheone and Chung, 2006). Further still Ontario (2010) believes that feedback facilitates to identify the chances for growth. Monyatsi et al

(2006) as well as persist that, for performance standards to be effective, it is necessary for staff to have feedback on what is assessed and the possible effects of the standards.

Similarly, Kyakulumbye (2013) carried out a study to investigate the impact of the system of appraisal on performance of staff in selected private secondary schools in Uganda. The findings of the study reveal that a strong significant relationship exists between appraisal feedback and staff performance.

Kurt (2004) postulated that regardless of what the company's desires are when carrying out appraisal of staff, it yields a feedback that is either negative or positive to both the management and the staff. Latham and Locke (1970) focus on feedback as a means of shaping behavior and that it enables staff accept the shortfall between what they are handling and what they are expected to perform and take corrective action to remedy the shortfall, thus making feedback a vital component of staff appraisal process.

Njeru (2013) defined feedback as the information provided concerning work behaviour and results. That it regulates the work behaviour of staff by coordinating behaviour through the provision of critical feedback for corrective action. Failure to give such feedback may distort the psychological contract amongst staff and their manager, also, to forestalling corrective action in case of poor performance. Feedback facilitates improvement in current performance. Nonetheless, feedback must be delivered in the appropriate manner if it is for the purpose of inspiring and promoting desirable behaviours.

For the appraisal interview to be more successful, supervisors are required to offer regular feedback on performance to appraisees and maintain an elaborate record of work done in their assigned duties (Njeru, 2013). This view is supported by theory Y advanced by McGregor (1960) who opined that timely feedback may strengthen the worker's inspiration hoping that majority of workers are pleased to work, obtain pride during their work and seek for progress.

Longenecker (1997) is of the view that the subordinates ought to be provided with feedback on their ability and entire progress within the company. It is within the worker's rights to be told how they are advancing in executing the allocated duties and to obtain feedback (Lee, 2005). The manner in which staff are given feedback on their job execution is as well an important factor in measuring the effectiveness of the system of appraisal (Harris, 1998). Armstrong (2003) stresses that, the reason for providing timely feedback to staff is to build and sustain a motivated work force.

Feedback is important to both staff and employers for its significant influence on performance and many desirable attitudes and behaviors to organizations. Whether these benefits are met possibly relies on the way recipients of feedback respond to the feedback. Actually, reactions to feedback not feedback in its self, are presumed to direct future work performance (Kluger & DeNisi, 1996)

Kluger and DeNisi (1996) concluded that as much as feedback generally increased work output, in over one third of the investigations feedback reduced work output. Their investigation targeted the effects of performance feedback per se (i.e., whether or not feedback was given) on performance. If workers are not pleased with feedback, they may not use feedback to improve work output (Bernardin & Beatty, 1984). Various studies have revealed that satisfaction with feedback has an incremental effect on workers' motivation to up lift their job performance (Nemeroff and Wexley, 1979; Russell and Goode, 1988).

A study done by Odhiambo (2015) on the role of performance management practices on employee work output: a case study of Schindler Limited discovered that proper feedback is vital for any institution to achieve its target. Furthermore feedback permits the workers to be informed of what precisely is anticipated from them. The study also realized that perfect feedback on performance amongst staff and managers is a means to effective reinforcement of the efficiency of the institution. Finally the study emphasized that satisfactory feedback promotes accountability as workers and supervisors develop interest in determining goals, identifying skills, discussing profession way forward and staff motivation.

According to Marthuoret (2011) feedback lets individuals in the place of work to be aware about the extent they have accomplished their own as well as institutional goals and targets. The study established that regardless of the view that feedback is widely employed to promote performance, the outcome of feedback can change basing on the feedback mechanism employed, for instance, verbal or written feedback and also the frequency of feedback i.e. how much time it takes to provide or receive the feedback.

A research by Onyaro (2016), regarding factors contributing to attitude of teachers toward performance concluded that after appraising teachers, principals rarely deliver feedback to them on time. The study recommends that feedback ought to be given timely upon appraising teachers to discourage delays. Wango (2010) insists that appraisal feedback must be straight forward in clarifying workers' performance. Unfortunately, this is not the case in most secondary schools in Kenya.

Muli (2011) studied the influence of staff appraisal on professional development of teachers in Kitu west sub-County secondary schools. The findings observed unsatisfactory feedback which resulted to little or no effect on performance of teachers. Gichuki (2010) like others, did study about perceptions of teachers on effectiveness of the system of staff appraisal in public secondary schools in Kenya and realized that there was a challenge in communication of the feedback on performance between the appraisers and appraisees let alone from TSC, the teachers' employer.

Conducting a successful appraisal largely depends on time factor. Managers are required to give their subordinates a chance to talk about their feedback. This is essential in terms of natural justice and as well as the requirement for accurate assessment (Rees and Porter, 2003). Wanzare, (2002) believes that functioning of the system of appraisal, requires among other things regular communication among the supervisor and subordinates to be in place. Ali (2012) contends that appropriate staff appraisal promotes two-way communication and facilitates mutual understanding between the supervisors and subordinates. It also offers a chance for the worker to focus on his/her work achievement.

While Karyeija (2010), indicated that one of the steps in the process of staff appraisal is providing feedback to staff. Okumbe (2001) noted that for feedback to be positive a person has to be told about good performance; let this feedback be timely, specific and regular. He further stated that Constructive feedback awakens an employee to a situation in which performance may become better. It is descriptive and has to always be targeted to the action, not the individual. In most cases, it is the positive and encouraging feedback that is most readily and shared.

On the other hand, Armstrong and Baron (2005) elaborate that, as much as deciding on the appropriate way to deliver constructive feedback to handle a specific performance issue can be more perturbing if a worker is not performing as anticipated, supervisors ought to give constructive and honest feedback. It is vital to do this immediately an issue is noticed - before it escalates into a major problem.

In order to deliver feedback that is constructive, Okumbe (2001) suggests that the supervisor should confirm the facts of the performance issue, the performance issue should be explained objectively, factual, in a way that is not judgmental, be calm, Use a non-threatening tone and arrange to meet in a venue with no interruptions. Ali (2012) recommended that the supervisor has to ensure maximum confidentiality in handling information from interviewees offering feedback. The information need neither to be tempered nor altered and that proper instructions, accountability, mutual respect and trust should be adhered to.

Roberts, (2003) stresses that apart from the annual performance review, it may be necessary to provide regular informal feedback on performance. He postulated that constructive feedback is regular, precise as well as behavioural in nature and delivered by a credible source. Giving complex feedback is very risky. When the feedback is complicated, the recipients may alter it by reflecting on results that rhyme their own perceptions and disregard confusing ones. (Weise and Buckley, 1998).

Tziner and Kopelman (2002) complement that when providing feedback room should be allowed for sharing of outstanding views, thus allowing the ratee an open window to mention his observation and reflecting to his challenges. They also

commend timely information flow between supervisor and subordinates as more necessary and satisfactory than formal process of appraisal of performance (Davis and Landa, 1999).

Kondrasuk (2002) also advises to incorporate the feedback process into the day to day relations of managers and their staff in a manner that is more regular with less formal meetings. Timely follow up on goals offers a chance to deliver feedback as required, goal progress sharing together with all feedback on performance have to be objective and enabling.

Tibakanya (2005) in her investigation regarding the contribution of teacher development management system-TDMS programme on in-service teacher's performance in Mbarara District; appreciated the TDMS programme for delivering feedback to their staff in circumstances that required improvement and consequently offered in - service training for teachers as a means of dealing with the improvement and development criteria systematically.

Boipono et al., (2014), in their study discovered that effective communication and feedback, motivation and proper evaluation criteria are vital for the progress of staff appraisal in schools. Ali (2007), also pursued an investigation on how should satisfactory appraisal of teachers' performance be and found out that good supervisor- subordinate interactions, supervisor skilling, feedback, confidentiality, staff involvement in coming up with the system of appraisal and appeal system in place for appraisees contribute significantly in making appraisal of performance of teachers effective.

In many cases appraisal feedback has been poorly managed and has ended up lowering the meaning of staff appraisal (Nayarana et al 1997). Situations in which it has been poorly managed comprise; management not being open or delivering honest feedback, workers being stressed in getting the feedback , lack of follow up action upon feedback and too much bureaucracy. He highlighted that proper design, information flow, skilling and follow up can reduce or completely discard these.

Messer and Mires (1965) are in favour of timely and regular feedback, thus, not reserved whole year and surprisingly given to the worker when carrying out annual review. Timely feedback has a life-long impact as the learning can be applied as soon as possible, avoiding a problem from growing out of context. Excellent results of performance are obtained when a supervisor avails feedback.

2.3.3. Teacher Perceptions about Staff Appraisal and Teacher Performance

The purpose of this section is to provide a brief exploration of teachers' perception toward staff appraisal and how it impacts on teacher performance of their duties. The way teachers perceive staff appraisal might be the reason staff appraisal impacts positively or negatively on teaching and learning. One common theme of recent research studies is that perceptions of the users of the system toward the process impact to a large extent on the overall success of the system of performance appraisal (Roberts, 1990).

Furthermore, Kyakulumbye (2013) carried out a study to investigate the impact of the system of appraisal on performance of staff in selected private secondary schools in Uganda. Findings of the study reveal that the effectiveness of the system of appraisal in private schools anchors on staff perceptions towards it. Meanwhile, Atugonza (2017), sought to establish whether or not there is a difference in secondary school teachers' system of performance appraisal between government and private schools in Kagadi district of Uganda. The study found out that to a great degree formal appraisal of teachers is done in government secondary schools and to a small extent in private secondary schools in Kagadi district, Uganda.

The term perception is used by social psychologists to imply people's assessment of virtually any aspect of their social world (Olson and Maio, 2003; Petty, et al 2003). Human beings may have favourable or unfavourable reactions to issues, views, objects, a particular action, or whole social groups. Nayarana et al (1997) insists that, in organizations staff have perceptions towards job security or uncertainty, prestige of the product to mention a few. This affects the entire work measurement actions as they are not certain of outcomes. He advises by echoing that supervisors

in workplaces ought to be aware and understand workers' perceptions towards their working style for successful management and administration.

Perceptions of staff towards appraisal has three elements; workers' feelings about appraisal, their mindset and action on the implementation of the scheme. He emphasizes that some individuals may have a positive perception towards appraisal which is excellent but in most cases, the perceptions are full of complaints and dissatisfaction. The real experience with staff appraisal is not enabling. The feelings of individuals regarding the purpose and the likely results of appraisal have in most cases lowered its implementation. As such workers have time and again evaluated their superiors unfavourably and due to this, typical managers have minimized their interaction with subordinates (Chandan, 1996).

This opinion concurs with Bailey (1993) who ascertained that managers always resist conducting appraisals because of the perception that arise towards the appraisals. They do not like giving detrimental feedback due to fear of staff responses and fear of having no ability to defend the rating. They always feel that, the use of schemes of appraisal tend to interfere with the duty of coaching.

Robbins (2008) also notes that managers are often not comfortable sharing performance weaknesses directly with staff because many workers tend to go defensive on pointing out their weaknesses. Some employees do not agree with the evaluation by criticising the manager or redirecting blame to someone else. Further still that, a survey of 151 area managers in Philadelphia for example realised that 98% of these managers met some kind of confrontation after giving employees negative appraisals. Moreover employees strive to have an inflated assessment of their own performance.

According to Barlow (1989) of all the activities comprising of human resource management, appraisal of staff is considerably the most continuous and least popular to those who conduct it. Supervisors do not seem to like conducting it; workers see no value in it and human resource managers, as guardians of workplace's policy of appraisal and procedures have to relax and watch their work fall into disrepute.

Johnson (1995) upon examining the perceptions of almost 32,000 American federal workers towards staff appraisal, concluded that employees were not satisfied with the manner appraisal of staff was conducted and that less than one-fifth felt that staff were motivated to perform well as a result of the process.

Alubbe (2015) disclosed that staff appraisal in Kenya secondary schools is an annual practice where forms of performance evaluation are hastily filled and in most cases not filled at all, then copies of the same are sent to the TSC headquarters and no follow up is done regarding the evaluation forms up to the next year when the event is repeated. Most features of staff appraisal such as identifying performance gap and providing feedback to teachers that lead to satisfactory appraisals are overlooked.

Malunda, Onen, Musaazi and Oonyu (2016) had a mission to determine the degree to which evaluation of teachers influences the quality of the teaching-learning process in public secondary schools in Uganda. They concluded that the manner in which teachers teach, is to some degree determined by how well and frequently they are evaluated, among other factors.

Similarly Akampurira (2010), in his study regarding effectiveness of appraisal of teachers' performance in secondary schools in Kabale Municipality revealed that heads of institutions and teachers challenged the efficiency of performance evaluation given that in some cases, performing teachers had been left out while promotions were done.

Most workers have mixed feelings with systems of staff appraisal. Whilst some anticipate it contains some biases and largely fails to meet its objectives, others use it as a means to justify their performance (Rasch 2004). According to Rasch (2004) supervisors error while assessing staff and their performance. Some of these biases are viewed by employees as a means of unfairly measuring their performances. For example, a study pursued by Onyaro (2016) on factors impacting teachers' perception toward staff appraisal discovered that feedback is not delivered in a friendly way which makes the teachers to build negative perception toward teachers' appraisal.

Bacal (2009) recommends that when sharing with a worker regarding a problem, one should phrase his comments in a way of minimizing the problem from recurring, by using the poor performance as a jumping off point, explaining why it is inappropriate, and then swiftly going on to preventing re-occurrence. This moves the focus from castigation to improvement. He also proposes a harmonious dialogue approach for supervisors. This approach puts the supervisor and subordinate on the same side, and working towards the same goals gets far better.

On the same note Muweesi (2018), carried out a study to establish the practices of appraisal used to measure performance of teachers in Kampala archdiocese secondary schools. The study found that committed teachers can only be identified when there are high quality systems of evaluation.

Teachers' perceptions about appraisal are a result of curiosity of comparing own performance to that of others and the reward system from the appraisal process assumes there has to be yardsticks of comparison. Staff is required to be aware how well they are executing their jobs and where they could do better. It is important to have a mindset that appraisals do not equate to criticism. It may be vital to explain why tasks have to be accomplished within timelines or changing the procedure of executing a task. Unfortunately, most appraisals of performance only frustrate the worker by heaping more tasks to what looks like an already over whelming agenda (Barrie and Sow, 2008).

Various forms of biases and judgment mistakes are likely to destroy the process of performance appraisal. Bias, according to Shelley (1999), implies inaccurate disorientation of a standard. Moats (1999) cited that, as much as a performance evaluation program is structured well, its effectiveness can be watered down by the inappropriate use of subjective, as opposed to objective measures. Objective standards are easily included in an appraisal as they are quantifiable and verifiable. Contrary to this, subjective measures are those that cannot be quantified and are largely based on the impression of the appraiser. Subjective measures have the potential to water down the quality of work evaluations because they may be influenced by bias or distortion resulting from emotion (Moats 1999). To undo the

effects of prejudice, many institutions must skill supervisors to minimize biases (McNamara, 2000).

According to Longenecker and Goff (1990), the success of the process of performance appraisal is partly based on how effectively the manager conducts the review meeting. For example, if the supervisor provides a largely negative appraisal of the workers' performance without including at least some positive comments or encouraging feedback, that could alienate the employee or cause him/her to regard the process as unfair. The effectiveness of the process of appraisal may also be influenced by personalities and motivations of each individual worker.

Longenecker and Goff (1990) say that, a conducive system is one that is agreed by supervisors and subordinates alike and also fulfills the requirements of human resource departments. For the appraisal to be satisfactory, the top management has to be supportive in availing information, clear standards of performance must be set, the appraisals must not be used for any other function other than performance management, and the measurement must be free from any biases arising from rating (Longenecker and Goff, 1992). Nayarana et al (1997) also believes that staff appraisal is anchored on the principle of management by agreement or contract instead of management by command.

A study by Kyakulumbye (2013) on system of appraisal and performance of staff in selected secondary schools in Uganda revealed that the failure or success of appraisal system is based upon perception of staff regarding the appraisals. At the same time, literature reviewed also shows that it is the perception or attitude of the appraiser that determines the failure or success of the process of appraisal rather than the attitude of appraisee. For instance, Bannister, 2002 notes that to a credible and knowledgeable appraiser, workers are more likely to regard the appraisal process as accurate and fair. Gabris and Ihrke (2000) are in support that leadership credibility of immediate supervisors is highly associated with whether employees view appraisal systems as procedurally fair and instrumentally just and appropriate.

Additionally, Oberg (2001) recommends that an appropriate decision by appraiser on what technique of performance appraisal to use should determine the perception of the appraisee for the rest of the process. Therefore it means that supervisors have to acknowledge that their appraisal practices will have a bearing on perceptions and attitudes of the appraisee which finally determines the success or failure of appraisal process. Bannister (2002) argues that previous performance appraisal of managers can hurt quality and team work as it can make staff develop perception as though they are competing with one another. This therefore shows that the perception of appraisee also has a bearing on the failure or success of the process of appraisal.

More so, Latham and Latham (2000), propose the necessity to evaluate the process of appraisal. Basing on their opinion, if staff is to have positive perception towards the system of appraisal, the appraisal has to undergo regular review and improvement. Focus groups or surveys could be conducted to measure perceptions of staff as far as the appraisal process is concerned. This confirms Roberts (2003) advise that; an effective process of appraisal has to demonstrate a change in both ratings of performance of staff and aspects of the work environment that contribute to work performance.

Boice and Kleiner (1997) advise that there has to be regular and ongoing basis performance reviews in order to minimize the surprises undergone during annual reviews. These review periods can be monthly or quarterly..

Folger et al (1992) contends that apart from reflecting on accuracy, the goal of staff appraisal has to be making sure that the process is fair, which is an easily achievable goal. Researchers began accepting the view point that workers' perceptions of fairness are more essential than objective accuracy of the system of appraisal. If an accurate appraisal system is perceived as unfair, it may result into negative consequences. Fairness should be adopted not only because accuracy is not achievable but also because it is an essential societal value and feelings of injustice have major consequences for the society and the institution (Sabbagh, et al, 1994, Sashkin and Williams, 1990).

It would look logical and vital that employees have the need to be evaluated on job standard that is accurate and associated to aspects of their job that is within their control. For instance, Boswell and Boudreau (2000) highlight that accurate staff appraisal can be a critical predictor of perception of workers towards management, the job and the process of staff appraisal.

Pettijohn et al (2001) also cautioned that unknown, unclear and inappropriate criteria may be discouraging thus leading to negative reactions towards performance evaluation. In their review of staff appraisal research Bretz et al (1992) indicated that the most vital performance appraisal issue encountered by organizations is the perceived fairness of the performance review and the performance appraisal system. Their results propose that many workers view their system of staff appraisal as neither accurate nor fair.

Skarlicki and Folger (1997) suggest that the appraisal process can turn into a breeding ground of extreme dissatisfaction when workers believe the system is biased, political or unnecessary. Boswell and Boudreau, (2000) realised a high positive association between employee perception and procedurally just appraisals and underscored the role of workers place on fairness. A major challenge for leaders at the workplace is that the staff appraisal process is often viewed as inaccurate as well as unfair (Latham and Wexley, 1981).

Performance appraisals sometimes have the reputation of generating tension between a manager and subordinate. However, sound and effective reviews of performance share common aspects that make them positive experience and maximize the benefit of carrying out and involving in them. Stressing the good and enabling an employee on the road to improvement are vital aspects of effective performance appraisals (Gabris and Ihrke 2000)

According to Obisi (2011) Institutional performance and its resultant efficiency and effectiveness can only be accomplished when individuals are appraised on an ongoing basis. Appraisal processes are not streamlined and regular let alone being characterized by personal influences caused by institutional preoccupation to use confidential system of appraisal which retards objectivity and fairness. The system

of performance appraisal has to be done in a just manner as this brings satisfaction (Deepa and Kuppusamy, 2014).

Aslam et al (2011) advised that, managers and subordinates have to understand the system of appraisal. The appraisal system ought to be explicitly described specific to the intention of the appraisal to minimize the confusion and ambiguity of the process. They suggest the goal should be that everyone is aware as to why appraisals are being conducted.

Messer and Mires (1965) propose that the greatest staff development happens when supervisors tirelessly coach and mentor their employees based on on-the-job experience. Reviewing workers' performance yearly is not sufficient for ideal performance management. For staff appraisal system to be satisfactory, employees' reviews should not be once a year but has to be a continuous practice.

CHAPTER THREE: METHODOLOGY

3.0. Introduction

This chapter presented the overall design and methodology used in the study along with the justification behind them. It contained the research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, quality control (validity and reliability), procedure of data collection, data analysis and measurement of variables, ethical considerations and limitations to the study.

3.1. Research Design

Ghosh (1992) defined research design as a plan of the proposed research work. In this study, research design was considered as a framework that outlines the strategy to be applied in carrying out the study.

A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). According to Mugenda and Mugenda (2003) descriptive studies determine and report things the way they are. This was appropriate in obtaining information concerning the status of the phenomenon, to describe what the current situation was with respect to the variable of the study (Kothari, 2010).

The study was cross-sectional because the researcher picked a cross-section of respondents over a short period of time with little or no follow-up of the respondents (Picho, 2014). A survey was chosen because it allowed the researcher to get a detailed description of why staff appraisal was not effective in improving teacher performance in public secondary schools in Mbale City.

The researcher used both quantitative and qualitative approaches in order to triangulate and broaden understanding of the effect of staff appraisal on teacher performance in public secondary schools in Mbale City (Creswell, 2009).

The quantitative approach was used in the collection, analysis, interpretation and presentation of numerical data. The qualitative approach was used to collect and interpret perceptions and attitudes of respondents in line with their socio-cultural setting (Neuman, 2011). It is the use of open-ended questions or words to help the researcher enlist respondents' experiences regarding their perceptions and attitudes on staff appraisal and teacher performance in public secondary schools in Mbale City.

3.2. Study Population

The target population for the study consisted of Head teachers and teachers from public secondary schools in Mbale City. Mbale City public secondary schools have 5 head teachers and 423 teachers.

Head teachers were used because they are mandated to carry out regular staff appraisal in schools (Uganda Public Service Standing Orders, 2010). Teachers on the other hand were the targeted group for appraisal with the overall aim of improving their performance. The researcher thus believed that the selected respondents had the appropriate information concerning staff appraisal and teacher performance in public secondary schools in Mbale City.

The target population in this study was 428 and the sample size with help of Yamane formula (1967), was calculated as 207 in Table 3.1.

3.3. Determination of Sample Size

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo and Tromp, 2006). It is a sub-set of the total population that could be studied. The sample size is in agreement with Best and Khan (1993) who opine that an ideal sample is one that is large enough to serve as an adequate representation of the target population about which the researcher would like to generalize and small enough to be selected economically in respect to degree of accuracy, time, money, complexity of data analysis and respondent availability. The Yamane formula (1967) and use of proportions was adopted in order to determine a representative sample size from a cross-section of the population as per Best and Khan (1993). Below is the Yamane formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n=sample size; N=Population size and e=level of precision/sampling error at 0.05.

. Therefore, using Yamane formula, sample size will be;

$$\begin{aligned} n &= \frac{N}{1 + N(e)^2} \\ &= \frac{428}{1 + 428 (0.05)^2} \\ &= \frac{428}{1 + 428 (0.0025)} \\ &= \frac{428}{1 + 1.07} \\ &= \frac{428}{2.07} \\ &= 207 \end{aligned}$$

A representative proportionate calculation was used to determine sample size of respondents per school. The formula $n/N \times$ sample size was used to ensure representativeness of each category of respondents. Where n is the proportion of each category in the population, N is the total population. After getting the representative samples, the researcher then used simple random sampling to get the teachers who participated in the study.

Table 3.1 Categories of respondents, their numbers and sampling methods;

Category of respondents		Population (N)	Sample size (n)	Proportion in %age	Sampling method	Data Collection Method
Head teacher		5	5	100	Purposive sampling	Interview
Teachers	School					
	A	126	61	48	Simple random Sampling	Questionnaire
	B	132	63	48	Simple random Sampling	Questionnaire
	C	76	37	49	Simple random Sampling	Questionnaire
	D	58	28	48	Simple random Sampling	Questionnaire
	E	31	15	48	Simple random Sampling	Questionnaire
Total number of Teachers		423	204			
Total		428	209			

Source: DES Offices (2021), Mbale Region

3.4. Sampling Techniques and Procedure

According to Amin, (2005), sampling is a process of selecting elements from the population in such a way that the sampled elements represent the population under study. The researcher employed purposive and simple random sampling techniques.

Purposive sampling is a non-probability sampling method whereby a researcher selects a number of objects that have features of interest from the given population to form part of the sample (Amin, 2005; Haruna, 2010). This study purposively selected Head teachers because they are few and are directly involved in supervision of teaching in schools, hence expected to be knowledgeable about the status of staff appraisal and teacher performance in secondary schools. For teachers, simple random sampling method was applied.

Simple random sampling is a probability technique where every element of the population has an equal chance and independent chance of being selected for the sample (Amin, 2005). The teachers were selected using this technique because it avoided bias and enabled the researcher to save time (Amin, 2005; Kothari, 2010).

3.5. Data Collection Methods

Data collection is the process of gathering and measuring information on targeted variables in an established systematic approach which enables one to answer relevant questions and weigh up outcomes (Lescrol et al., 2014). The researcher collected data from both primary and secondary sources using a mixed methodology for triangulation purposes during the various stages of the study (Patton, 2002).

Primary data was collected using questionnaires and interview. The researcher used the interview method to collect qualitative data through oral verbal interactions with purposively selected head teachers in a structured way to minimize on time wastage. Structured interviews require lesser skill, were more economical and provided room for interface. This method was used by the investigator because it offers the opportunity to restructure questions which can generate data on aspects that could have been left out in the interview guide through inquiring. Interviews allowed explanations of meaning to the questions to eliminate ambiguity and provided an opportunity for the respondents and the researcher to correct any misunderstanding, and in-depth information search through further investigation of the responses that served the purpose of triangulation (Amin, 2005).

Questionnaires were also used. The researcher prepared questionnaires containing several questions regarding the objectives of the study and gave them to the respondents who wrote down the answers in the spaces provided in the questionnaire itself, this made it more economical and convenient (Amin, 2005).

Secondary data was collected from textbooks, journals, government reports, unpublished theses and the internet. Secondary data was extracted from existing literature on staff appraisal and teacher performance.

3.6. Data Collection Instruments

Questionnaires and structured interview guides were used. The researcher used these two types of instruments for purposes of triangulation and they were developed on the basis of the study objectives and the conceptual framework. Researchers (Mugenda & Mugenda, 2003; Bryman, 2006) recommend the use of multiple instruments to provide wealthy data that meets the objectives of the study and also enhance the extent to which the study findings can be trusted and generalizations made from them.

3.6.1 Interview guide

An interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study (Orodho, 2009 ; Best and Khan, 1993). For qualitative data, the researcher used an interview guide targeting key informants for discussions. These were employed to get opinions from the targeted population whose generalizations would be applicable to the entire study.

The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). Interviews provided an opportunity for exploration and clarity of issues to enrich the content scope and establish new insights on the effect of appraisal goal setting, appraisal feedback and teacher perceptions about appraisal and how they affect teachers' performance in public secondary schools in Mbale City (Best and Khan, 1993). Interviews were employed targeting key informants because they have the technical information regarding the matter in question and these included Head teachers of Mbale City secondary schools.

3.6.2. Questionnaire

The study used questionnaires to collect primary data from respondents. The questionnaire contained close ended questions based on study objectives (Amin, 2005). The closed ended questionnaire was preferred as an instrument of research because it is self-administered, has identical set of items for all respondents,

produced fewer errors, ensured confidentiality as respondents were free from the influence of the researcher and had the chance to answer in their convenient time because the technique of drop and pick later was adopted (Burns, 2000). The questionnaire employed the 5-point Likert scale for standardization of respondents views, where 1 represented Strongly Disagree 2 represented Disagree, 3 represented Neutral, 4 represented Agree and 5 represented Strongly Agree adopted from Firdaus (2006) and in line with the objectives of the study. The Likert scale was selected because of ease to construct and enables respondents to answer each statement included in the questionnaire (Kothari, 2010). A range of mean values were re-assigned to each scale in the legend to enable easy interpretation.

Table 3.2 Interpretation of the Mean Values

Scale	Scale rating	Mean Range	Interpretation
5	Strongly Agree	4.22- 5.00	Very high
4	Agree	3.42- 4.21	High
3	Not sure	2.62- 3.41	Medium
2	Disagree	1.81-2.61	Low
1	Strongly Disagree	1.00- 1.80	Very low

Source: Adopted from Firdaus (2006)

The questionnaire was divided into five sections A, B, C, D, and E Sections. Section A captured demographic data of the respondents, section B covered teachers' performance, section C covered goal setting, section D covered feedback and section E covered teachers' perceptions about appraisal. Questionnaires were appropriate because they are straight forward and less time consuming when collecting a lot of data from a large number of respondents who are geographically apart (Kothari, 2010).

3.7. Pre-testing (Validity and Reliability)

These are necessary for data quality control.

3.7.1. Validity

Validity refers to the extent to which a method of data collection measures what it is supposed to measure (Amin, 2005). Adequate measures were taken to ensure that the questionnaire fulfills content validity. Content validity is the scale developed by rating the items in the research instruments through checking their suitability and relevancy in line with the study objectives. To ensure validity of instruments, the instruments were developed under close guidance of the supervisor to assess its structure, contents, clarity and relevancy. In order to determine level of accuracy of an instrument, a content validity index (CVI) was computed (Amin, 2005). Upon establishing items judged as relevant, the formula was as below;

$$\text{CVI} = \frac{\text{Number of relevant items}}{\text{Total number of items}}$$

$$\text{CVI} = 47/55 = 0.8545$$

A CVI of 0.85 and above was acceptable for the validity of an instrument. According to Amin (2005), any score above 0.7 is deemed appropriate and valid as far as the instrument was concerned.

The researcher also used more than one data collection method to foster triangulation aimed at enhancing the quality of the findings (Koul, 2009; Kothari, 2010).

3.7.2. Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability, the researcher constructed a questionnaire with appropriate wording that was simple, direct and familiar to the respondents. Items in the questionnaire and interview guide that were found double-barreled, leading and based on assumptions were avoided. Respondents were also selected without bias. The research instruments were pre-tested to a tenth of the sample size in one of the schools that was not selected for the study but within a similar environment with the schools that were to participate in the study. Any irrelevance or discrepancies were amended to be able to re-align them to the objectives of the study. In order to further investigate consistency of the items in the construct,

testing was carried out using Cronbach’s Alpha coefficient, and the results summarized as in Table 3.3 below.

Table 3.3 Reliability of the Questionnaire

	<i>Teachers’ Performance</i>	<i>Goal Setting</i>	<i>Feedback</i>	<i>Teacher’s Perception</i>
<i>Number of Items</i>	11	12	12	12
<i>Cronbach’s Alpha</i>	0.884	0.745	0.762	0.752

Source: Authors data from SPSS.

Based on cronbach’s Alpha coefficients a value above 0.7 is connoted acceptable, we can therefore conclude that the items were generally reliable for the constructs.

3.8. Procedure of Data Collection

The researcher obtained an introductory letter from the Uganda Christian University Mbale University College addressed to Mbale City Education Officer. The researcher then presented his credentials to the City Education Officer who in turn introduced him to the relevant authorities in secondary schools in Mbale City. The researcher collected data from head teachers using a structured interview guide. The researcher booked appointment with them to be allowed to conduct the interview.

The schools were visited and questionnaires were administered to the respondents. The study participants were informed that participation was purely on voluntary terms. In addition, the study participants were assured that all information provided would be handled and processed confidentially and emerging issues would be cited anonymously. The researcher endavoured to cultivate a good relationship with the respondents by informing them about the purpose of the study and guiding

them on how to fill the questionnaire. The questionnaires were administered using the drop and pick later method with a lapse period of one week that allowed the respondents enough time to respond to the questionnaires in order to enhance the response rate. Prior to the actual data collection, the researcher conducted a pilot study of 10% of the sample size in order to ensure that the questions were well constructed, understood and eliminated ambiguity hence refining the research tool.

3.9. Data Analysis

Data analysis is the process of examining what has been collected in a survey and making deductions and inferences (Kothari, 2010). It involves scrutinizing the acquired information and searching for patterns of relationship that exist among the data groups (Kombo and Tromp, 2006, Kothari, 2010). The researcher conducted both quantitative and qualitative research data analysis to facilitate methodological triangulation in order to enhance the validity and reliability of the study findings (Amin, 2005).

3.9.1. Quantitative Data Analysis

Quantitative data analysis entailed categorizing and summarizing data in order to find answers to the research questions. The collected data from questionnaires was analyzed using descriptive and inferential statistics with the help of statistical Package for Social Sciences (SPSS) version 20 to reduce the data, summarize it and make the most important facts and relationships apparent. Descriptive statistics included percentages, frequency distribution and measure of central tendencies (mean) as well as the standard deviation. The study also used simple regression analysis to establish the effect of the independent variable on the dependent variable and multiple regression analysis to establish the specific effect of each element under the independent variable (staff appraisal) on the dependent variable (teacher performance) in public secondary schools in Mbale City.

Frequencies and percentages were used because they easily communicate research findings to the majority of the readers. Frequencies easily show the number of times a response occurs and the number of respondents in a given category.

3.9.2. Qualitative data analysis

The qualitative data in this study was analyzed through thematic content analysis. The data as recorded during face-to-face interview was analyzed through editing and categorizing into themes that are in line with the objectives of the study. The researcher used a quick impressionist summary in analyzing qualitative data. He summarized key findings by noting down the frequent responses of the respondents using the interview on the various themes concerning staff appraisal and teacher performance. Interviews were listened to attentively, in order to identify the emerging themes and through sorting, recording, reflection and interpretation of the meaning of data (Souza, 2009; Nsubuga, 2008).

Data was analyzed by making explanations and summaries. For key informant interviews, responses were analyzed, tabulated and coded. Data was presented using themes under study and also using content analysis. This technique of qualitative data analysis was opted for because it is cheap and saves time.

3.10. Ethical Considerations

In spite of the high estimation of learning increased through research, information cannot be sought after to the detriment of human dignity (Osoo and Onen, 2009). Every single conceivable measure was taken to guarantee that ethical standards were adhered to. This included: seeking informed consent of the respondents and giving them reasons why he was conducting the study, being objective to avoid bias, non-revelation of research information to parties that were not intended to consume the information, ensuring that respondent's names and particulars never showed up in the questionnaire and that participation in research was voluntary and according respondents respect and use of friendly language to create confidence between them and the interviewer. Mugenda (2008), recommends that ensuring the rights and welfare of members ought to be the major ethical commitment of all the parties engaged in research study.

Approval and permission to conduct the study was sought and obtained from Uganda Christian University Mbale University College. The researcher also obtained permission from the Mbale City Education officer to gain access to public secondary

schools and this was followed by officially writing to the head teachers requesting them to allow the researcher to conduct the study (Amin, 2005, Nsubuga, 2008).

3.11. Limitations

- The study was limited to five public secondary schools. The private secondary schools in the City were excluded. The results of the study therefore relate to only teachers in public secondary schools. The results could differ for teachers in private secondary schools and even primary schools.
- The present study only focused on three staff appraisal dimensions (goal setting, feedback and teachers' perceptions about appraisal) and their effect on the performance of teachers in public secondary schools. There could be other appraisal dimensions that have an effect on the performance of teachers in public secondary schools in Mbale City.
- The results of the study depended on the co-operation, willingness and sincerity of the head teachers and teachers in answering the questionnaires and responding to the items in the interview guide. Hence results might not accurately reflect the opinions of all members of the included population.
- The study relied mostly on primary information provided by head teachers and teachers who were present at the time of data collection, missing out those who may have served in these schools before the study was conducted. The documentary review could enrich the study findings but it was difficult to get such information because the researcher was not permitted to have access to the school documents and records.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF RESULTS

4.0. Introduction

This chapter presented the findings of the study and the analytical results as per the data collected. The first part of this chapter focused on response rate by respondents. Secondly, demographic characteristics of the respondents were presented in form of frequency and percentage counts. Thirdly, descriptive statistics about the variables were presented in terms of percentage, mean and standard deviation and lastly linear and multiple regression analysis and modeling was run in order to establish the statistical influence of the independent variables (Staff appraisal) on the dependent variable (Teacher Performance).

4.1. Response Rate

The study targeted 204 respondents for the questionnaire; however, due to failure to access some respondents as well as those who never returned the questionnaires, only 188 were accessed for compilation and analysis. This represented 92.2% on the return rate of the questionnaire as per table 4.1 below. Meanwhile, the researcher targeted 5 head teachers for interview. Three of the head teachers were interviewed representing 60% of return rate.

Table 4.1: Response rate.

Category of respondents		Expected Number	Actual number	
			Frequency	Percentage
Head teachers		05	03	100
Teachers	School			
	A	61	57	93.4
	B	63	58	92.1
	C	37	34	91.9
	D	28	26	92.9
	E	15	13	86.7
Total number of Teachers		204	188	92.2
Total		209	191	91.4

Source :Authors calculations 2022

Table 4.1 shows response rate of head teachers, teachers per school and overall response rate.

As indicated in Table 4.1, the expected sample size for the study was 209 but actual respondents were 191. This signifies that on the whole 91.4% of the expected participants actually participated in the current research while only 8.6% did not participate. Since Fowler (1993) recommends a response rate of 75% and above, the researcher felt comfortable with the return rate obtained.

4.2. Demographic Information

To obtain a clear understanding of the respondents’ view of the concepts under study, it is recommended (Kasekende, 2014) that demographic characteristics of respondents be analyzed. This study provided the bio data of the respondents; this did not have direct impact onto the study variables but helped in establishing the reliability of the information being provided. The study therefore considered three demographic characteristics of the respondents among which included; Gender, qualification and the years spent in service as a teacher.

4.2.1. Gender representation

The gender of the respondents was categorized as female and male as proposed by Ali-Saghir and Hassan (2006) who opine that gender is a statistical distribution of male and female. The statistics of the demographic characteristics were provided as below.

Table 4.2.1 Gender Distribution of Respondents.

		Frequency	Percentage
Valid	Female	86	45.7
	Male	102	54.3
	Total	188	100.0

Source: Author’s primary data from SPSS.

The respondents comprised of both male and female. Gender was examined as there is a tendency for gender attributes to influence commitment to performance.

The percentage of the males who participated in the study was 54.3% (102) while the female respondents constituted 45.7 %.(86). Therefore, these findings show that the Public Secondary schools in Mbale City have a fair representation of both genders.

4.2.2. Professional qualification of respondents

For the education qualification of the respondents, four categories were used that is to say diploma, degree, masters and PhD.

Table 4.2.2 Professional Qualification of Respondents

		Frequency	Percentage
Valid	Diploma	51	27.1
	Degree	114	60.6
	Masters	22	11.7
	PhD	1	0.5
	Total	188	100.0

Source: Author’s primary data from SPSS.

The commitment of an individual tends to change with acquisition of academic qualification. The educational qualifications of the respondents were as follows; Diploma, Bachelor, Master’s degree and PhD. The respondents’ level of education indicated that 51 (27.1%) were Diploma holders, 114 (60.6%) were holders of Bachelor’s degree, 22(11.7%) were Masters Holders whereas only 1 (0.5%) had acquired PhD. Majority 72.9% had a bachelor’s degree level of education and above, it is probable that owing to their educational level, they had a grasp and understanding of how staff appraisal influences teacher performance in public secondary schools in Mbale City. To this end the educational status of respondents was critical to this study and makes the data collected reliable for drawing relevant conclusions.

4.2.3. Teaching experience of respondents

The number of years in service was categorized as less than 1year, 2 to 5 years, 6 to 9 years, 10 to 15 years and 16 to 20 years in service.

Table 4.2.3 Teaching Experience of Respondents

		Frequency	Percentage
Valid	Less than a year	19	10.1
	2-5 years	30	16.0
	6-9years	18	9.6
	10-15years	42	22.3
	16-20 > years	79	42.0
	Total	188	100.0

Source: Author's primary data from SPSS.

The time spent in a work place affects employees' view of staff appraisal and understanding of one's duty performance. The data analyzed revealed that respondents had varying experience as deduced from the time they had taken in their work station. Table 4.2.3 revealed that majority 79(42%) of the respondents had served in the teaching profession for 16 to 20 years above, about 42(22.3%) had served for 10 to 15 years, about 18(9.6%) had served in the profession for 6 to 9 years, 30(16%) had taught for 2 to 5 years whereas just 19(10.1%) had taught for less than a year. This implied that 89.9% of the respondents had a teaching experience of more than 2 years-a period the researcher believes was adequate for the respondents to determine how the various staff appraisal constructs affect teacher performance.

4.3. Teachers' Performance in Public Secondary Schools in Mbale City

In this study teacher's performance was measured using five measurable items that is to say; Scheming, Lesson planning, Assessing students, Syllabus coverage and Lesson Delivery.

Five likert scaled questions were used for analysis. Generalizations on each item were based on their percentage and means. The general conclusion on the variable under study was made with reference to the average mean.

Table 4.3.1 Interpretation of the Mean values under descriptive statistics

Scale	Scale rating	Mean Range	Interpretation
5	Strongly Agree	4.22- 5.00	Very high
4	Agree	3.42- 4.21	High
3	Undecided	2.62- 3.41	Medium
2	Disagree	1.81-2.61	Low
1	Strongly Disagree	1.00- 1.80	Very low

Source: Adopted from Firdaus (2006)

Table 4.3.2 Descriptive Statistics on Teachers' Performance

Items	SA %	A%	UD%	D%	SD%	Mean	Interpretation	Std. Deviation
Teachers make students participate actively in their lessons.	41.0	50.0	2.7	5.9	0.5	4.37	Very High	.566
Teachers follow the schemes of work.	35.1	56.9	4.8	2.7	0.5	4.23	Very High	.708
Teachers assess students continuously.	34.0	54.8	5.9	4.3	1.1	4.16	High	.801
In this school teachers mark students' work regularly.	32.4	54.8	10.6	2.1	0.0	4.16	High	.716
Teachers attend to all their lessons on the time table.	38.3	48.4	4.8	6.9	1.6	4.15	High	.913
Teachers use a variety of teaching materials in delivering lessons.	30.3	58.5	6.9	3.7	0.5	4.14	High	.743
There are schemes of work by the beginning of the term.	27.1	58.0	3.7	10.6	0.5	4.01	High	.887
In this school the syllabus for each subject is always covered before UNEB examinations	25.5	50.0	7.4	13.8	3.2	3.81	High	1.068
In this school teachers give students a lot of homework.	13.3	47.3	13.3	22.9	3.2	3.45	High	1.081
Teachers prepare lessons on a daily basis.	9.6	34.6	18.6	32.4	4.8	3.12	Medium	1.112
Teachers use lesson plans in class.	8.0	24.1	18.2	43.9	5.9	2.85	Medium	1.101
Overall Average Mean						3.86	High	

Source: Author's primary data (2022).

In order to envisage teachers' performance, eleven items were used in this construct and their percentage and mean responses used for interpretation. For ease of explanation and interpretation of percentages yielded in Table 4.3.2, the strongly agree responses were combined with agree responses because on the whole both could conveniently be represented by agree. Likewise, responses for strongly disagree and disagree were also combined to be represented by disagree.

Table 4.3.2 revealed that as regards the sub-construct; teachers make students participate actively in their lessons 91% of the respondents agreed, 6.4% disagreed while only 2.7% were undecided. This item was ranked first in the construct with (Mean= 4.37, SD=0.566). Implying that teachers are very highly compliant to active learner participation in their lessons.

Considering the opinion that teachers do follow their schemes of work while teaching, Table 4.3.2 reveals that while 4.8% of the respondents were not decided, 92% agreed and 3.2% disagreed. This item was ranked second with (Mean=4.23, SD=0.708). This shows that the status of teachers following schemes of work in public secondary schools in Mbale City was very high.

Regarding continuous assessment of students, Table 4.3.2 showed that 88.8% of the respondents agreed that they always conduct students' continuous assessment, while 5.4% disagreed and 5.9% were not decided. This item was ranked third in the construct with (Mean=4.16 SD=0.801) interpreted as High. This implied that the level at which teachers do continuous assessment of their students as part of their day to day duties was high.

In the same vein, 87.2% of the respondents agreed that teachers do mark their student's work regularly, 2.1% disagreed, while 10.6% remained undecided. This item was ranked fourth with (Mean= 4.16, SD= 0.716) interpreted as high. This implies that teachers in public secondary schools in Mbale City mark their student's work regularly.

Table 4.3.2 also reveals that 86.7% of the respondents agreed and 8.5% disagreed that teachers attend to their lessons as scheduled on the time table, while those

undecided were 4.8%. This item was ranked fifth with (Mean 4.15, SD=0.913) interpreted as high. This indicates that teachers' attendance to lessons following the planned time table was satisfactory.

With regard to whether teachers used a variety of teaching materials in delivering lessons, Table 4.3.2 shows that 88.8% of the respondents agreed and 4.2% disagreed that teachers used a variety of teaching materials in delivering lessons, while 3.7% remained undecided. This item was ranked sixth in the construct with (Mean=4.14, SD= 0.743) interpreted as high. This implied that in the course of their duties and for effective content delivery, teachers do use a variety of teaching aids to drive points into the learners.

In the same Table 4.3.2 it was unveiled that 85.1% of the respondents agreed that teachers ensured that there are schemes of work by the beginning of the term, while 11.1% disagreed and 3.7% were not decided. This item was ranked seventh in the construct with (Mean= 4.01, SD=0.887). This implied that teachers' performance is high with regards to timely scheming.

Asked whether the syllabus for each subject is always covered before UNEB examinations, Table 4.3.2 indicated that 75.5% of the respondents agreed, while 17% disagreed that the syllabus for each subject was always covered before UNEB examinations and the undecided were 7.4%. This item was ranked eighth in the construct with (Mean=3.81, SD=1.068). This implied that teachers' performance is high with regards to syllabus coverage.

Further still Table 4.3.2 revealed that 60.6% of the respondents agreed that teachers give students a lot of homework, while 26.1% disagreed and 13.3% were not decided. This item was ranked ninth with (Mean= 3.45, SD= 1.081). This implied that the rate at which teachers gave students homework was high.

With reference to teachers preparing lessons on a daily basis; 44.2% of the respondents agreed that teachers prepare lessons on a daily basis, while 37.2% disagreed and the undecided were 18.6%. This item was ranked tenth in the construct with (Mean=3.12, SD=1.112). This shows that the rate at which teachers prepared lessons on a daily basis was moderate.

Upon the sub-construct; teachers use lesson plans in class. The findings in Table 4.3.2 revealed that 32.1% of the respondents agreed, 43.9% disagreed that teachers used lesson plans in class and 18.2% were not decided. This item was ranked eleventh in the construct with (Mean = 2.85, SD=1.101). This implied that the use of lesson plans in class by teachers was moderate.

The overall mean of teacher performance was 3.86. This means that teacher performance in public secondary schools in Mbale City is at a high level.

4.4. Staff Appraisal in public secondary schools in Mbale City

The independent variable (staff appraisal) was disintegrated into three measurable explanatory variables of Goal setting, Feedback and Teacher perception about appraisal. These variables were used to establish their impact on teacher performance as described quantitatively in the subsequent tables and supported by qualitative findings in this section.

4.4.1. Effect of goal setting on teacher performance in public secondary schools in Mbale City

This section presents the respondents' views concerning goal setting. In order to establish how goal setting impacts on teacher performance, a construct with twelve items was used and their percentage and mean responses calculated. The findings revealed that the opinion of the respondents towards the different items never varied as per SD 0.558-0.921 (Table 4.4.1) and therefore can be relied upon. The mean of indicators ranged from 3.65-4.42 and the overall calculated mean was 4.12 interpreted as high.

Table 4.4.1 Descriptive Statistics on Goal Setting

Items	SA %	A%	UD %	D%	SD%	Mean	Interpre tation	Std. Deviation
Goals define the expectations of my work.	40.3	50.5	6.0	2.1	1.1	4.42	Very High	.593
Goals lead to better performance because I know what is expected of me.	40.0	50,4	7.0	2.1	0.5	4.38	Very High	.558
My involvement in goal setting always motivates me to work.	50.0	32.4	8.0	6.9	2.7	4.38	Very High	.732
Goals set clearly show standards to be achieved.	41.5	54.3	3.7	0.5	0.0	4.33	Very High	.583
The goals set are specific.	28.7	60.1	10.1	0.5	0.5	4.20	Very High	.653
My supervisor is always cooperative.	24.5	70.2	3.7	1.6	0.0	4.17	High	.588
I am satisfied with the way staff appraisal system is used to set my performance goals.	31.4	59.0	4.3	4.8	0.5	4.16	High	.757
Goals are set at the beginning of every appraisal period.	19.1	69.7	8.0	2.7	0.5	4.04	High	.653
The goals show a full range of day to day duties I carry out.	19.7	67.6	8.5	3.7	0.5	4.02	High	.693
I always achieve the goals set.	14.9	69.7	9.0	5.3	1.1	3.92	High	.738
My supervisor and I always set goals jointly.	15.4	62.2	8.5	12.2	1.6	3.78	High	.909
My supervisor regularly discusses my goals with me.	11.7	60.1	11.2	16.0	1.1	3.65	High	.921
Overall Average Mean						4.12	High	

Source: Author's primary data (2022).

For ease of explanation and interpretation of percentages generated in Table 4.4.1 the strongly agree responses were combined with agree responses because on the

whole both could conveniently be represented by agree. Likewise, responses for strongly disagree and disagree were also combined to be represented by disagree.

As can be seen from Table 4.4.1 above, regarding the sub-construct; goals define the expectations of my work, 90.8% of the respondents agreed that goals defined the expectations of teachers' work, while only 3.2% disagreed and 6% were not decided, This item was ranked first in the construct with (Mean= 4.42, SD=0.593) interpreted as Very High .This implied that the status of goals defining the expectations of teachers' work was very satisfactory in public secondary schools in Mbale City.

Considering the opinion that goal setting leads to better performance because teachers get to know what is expected of them, 90.4% of the respondents agreed, while only 2.6% disagreed and 7% remained undecided (Table 4.4.1). This item was ranked second with (Mean= 4.38, SD=0.558) interpreted as Very High. This implied that the status of goals leading to better performance because teachers got to know what is expected of them was very satisfactory.

The study further revealed that teacher involvement in goal setting always motivated them to work as Table 4.4.1 unveils that the majority 82.4% of the respondents agreed that teacher involvement in goal setting motivated them to work, while 9.6% disagreed and the undecided amounted to 8%, This item was ranked third in the construct with (Mean= 4.38, SD=0.732) interpreted as Very High. This implied that the rate at which participation in goal setting impacts positively on teachers' performance was very satisfactory.

In finding out whether goals set clearly show standards to be achieved, Table 4.4.1 revealed that 95.8% of the respondents agreed that goals set clearly showed standards to be achieved, only 0.5% disagreed and the undecided were 3.7%. This item was ranked fourth with (Mean= 4.33, SD=0.583). This implied that the opinion that goals set clearly show standards to be achieved was rated very high.

Table 4.4.1 also reveals that 88.8% of the respondents were in agreement that the goals set are specific, on the other hand only 1% disagreed and 10.1% remained undecided. This item was ranked fifth in the construct with (Mean= 4.20,

SD=0.653). This indicates that the rate at which goals set were specific was very high.

With reference to whether supervisors are always cooperative, Table 4.4.1 shows that 94.7% of the respondents agreed that supervisors were always cooperative to teachers, while 1.6% disagreed and 3.7% were not decided. This item was ranked sixth with (Mean= 4.17, SD=0.588). This implied that supervisors' always being cooperative to teachers was at a High level.

The study went ahead to investigate whether teachers were satisfied with the way staff appraisal system was used to set their performance goals. Table 4.4.1 reveals that 5.3% disagreed, while the majority 90.4% of the respondents agreed that teachers were satisfied with the way staff appraisal system was used to set their performance goals and 4.3% were not decided, This item was ranked seventh with (Mean= 4.16, SD=0.757) interpreted as High. This implied that teachers' satisfaction with the way staff appraisal system was used to set their performance goals was high.

Consideration on setting Goals at the beginning of every appraisal period, 80.8% of the respondents agreed that Goals were set at the beginning of every appraisal period, those in disagreement were 3.2% and 8% were not decided (Table 4.4.1). This item was ranked eighth in the construct with (Mean= 4.04, SD=0.653) interpreted as high. This shows that teachers are perceived to set goals at the beginning of every appraisal period

Table 4.4.1 also shows that 87.3% of the respondents agreed to the opinion that goals show a full range of day to day duties carried out by the teacher, while 4.2% disagreed and 8.5% were not decided. This item was ranked ninth with (Mean= 4.02, SD=0.693) in the construct, interpreted as high. This indicates that goals set were perceived to show a full range of day to day duties carried out by the teacher.

Regarding whether teachers always achieve their goals, Table 4.4.1 reveals that 84.6% of the respondents agreed that teachers always achieved their goals, 6.4% disagreed and 9% were undecided. This item was ranked tenth in the construct with

(Mean= 3.92, SD=0.738), this implied that the rate at which teachers achieved their goals was high.

Table 4.4.1 also reveals that 77.6% of the respondents agreed that teachers and their supervisors always set goals jointly, while 13.8% disagreed and 8.5% were not decided. This item was ranked eleventh in the construct with (Mean=3.78, SD=0.909), interpreted as high. This implied that teachers and their supervisors always set goals jointly.

When asked to indicate whether supervisors regularly discussed goals with their teachers, Table 4.4.1 reveals that 71.8% of the respondents agreed that supervisors regularly discussed goals with their teachers, while 17.1% disagreed and 11.2 were undecided. This item was ranked twelfth in the construct with (Mean=3.65, SD=0.921), interpreted as high. This implied that supervisors regularly discussed goals with their teachers.

The general observation from table 4.4.1 indicated that Goal setting as a measure of teacher performance was high; this was evidenced by an overall average mean response of 4.12 which suggested that teachers agreed that goal setting has got an influence on teacher performance.

In order to establish the effect of goal setting on teacher performance in public secondary schools in Mbale City, a simple regression analysis was under taken.

Table 4.4.2 Model summary of the effect of Goal setting on Teacher Performance in public secondary schools in Mbale City.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 ^a	.315	.311	.39296
a. Predictors: (Constant), Goal Setting				

Source: Author's primary data (2022).

In interpreting results from table 4.4.2 emphasis was put on R square value for purposes of the test. R square value (coefficient of determination) depicts the extent to which the dependent variable (Teacher performance) can be explained by

the independent variable (Goal setting). From Table 4.4.2 the R square value was found to be 0.315 which when converted to percentage ($\times 100$) becomes 31.5%. Implying that in terms of effect, goal setting accounts for teacher Performance by a magnitude of 31.5%. The overall effect of goal setting on teacher performance in public secondary schools in Mbale City was based on findings in Table 4.4.3 below.

Table 4.4.3 effect of Goal setting on Teacher Performance in public secondary schools in Mbale City (ANOVA).

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.184	1	13.184	85.383	.000 ^b
	Residual	28.721	186	.154		
	Total	41.906	187			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Goal Setting						

Source: Authors primary data (2022)

The significance (Sig.) value was the basis of interpreting results from table 4.4.3; Sig. value is compared with the probability (P) value of 0.05 to determine the level of significance of the effect of goal setting on teacher performance. Saunders et al (2003), opine that a Sig. value less than P value implies a significant effect, while that greater than it implies an insignificant effect. The results in Table 4.4.3 show Sig, value $0.000 < 0.05$ which implies that goal setting is a significant determinant of teacher performance in public secondary schools in Mbale City.

To triangulate the above quantitative data from questionnaires to teachers, structured interviews were administered to head teachers. Results from interviews were analyzed using thematic content analysis as per the breakdown below:

When asked to describe teacher appraisal in their schools, the following responses were yielded from the head teachers.

Frequency of appraisal;

During the interviews all the head teachers observed that teachers’ appraisal was done annually.

For instance, one of the respondents said:

Each academic year the Ministry of Education and Sports sends staff appraisal forms to all schools and requires that teacher appraisal is done and duly filled forms returned to the Ministry at the end of the year. Teacher appraisal is at the climax in 3rd term when appraisal forms are filled to ensure return to the Ministry of Education and Sports by 31st December each year. (Interview with headteacher R)

From the responses above it is deduced that the appraisal cycle is one year and teachers are required to be assessed annually so that performance gaps noted in the current assessment period can be rectified in the following appraisal period.

Process of appraisal;

Head teachers concurred that the process starts in January and ends in December each year.

Head teacher Q revealed that:

I call upon my teachers in the third week of January to develop their individual performance plans. I then come together with the teacher to review his/her draft plan and jointly agree on goals, key outputs, performance indicators and performance targets.

In another interview, it was also revealed that:

In my school, performance planning that involves goal setting; identification of key outputs in line with the teacher's professional responsibilities, establishment of performance indicators and performance targets is jointly done and agreed upon by the teacher and myself in January each year. I do performance monitoring alongside regular performance review meetings throughout the year. Finally, I arrange for a performance appraisal meeting in November to ensure that the appraisal forms are filled and signed off by the teacher and myself for onward forwarding to the Ministry of Education and Sports by 31st December. (Interview with Headteacher P).

In addition, head teacher R said that:

My school has a large number of teachers and in order to effectively catch up with appraisal process, I have decentralized the work such that each member is appraised by his/her immediate supervisor. Teachers are appraised by their respective heads of department, heads of department by deputy head teachers and deputy head teachers by me. I however hold regular meetings with these appraisers to get reports about progress regarding performance planning, monitoring, reviews and final assessments.

From the views expressed by key informants about appraisal process, it is clear that performance is better when performance planning is jointly done by appraiser and appraisee and performance is monitored based on agreed targets.

When the head teachers were asked what they base on to conduct teacher appraisal, they responded as follows:

Basis of setting appraisal goals;

They were all in agreement that goal setting was based on teacher's job description stated in his/her appointment letter and reinforced by teachers' code of conduct. They further outlined these duties to include: lesson preparation, lesson attendance, lesson delivery, syllabus coverage, assessment of students, and attendance to co-curricular activities and staff meetings, guidance and counseling, team work and teacher-student relationship.

Head teacher P clarified that:

From the teacher's duties, key outputs such as schemes of work, lesson plans, record of work, record of marks, minutes and activity reports performance indicators and performance targets are developed

The responses reveal that only the teacher's routine assignments for a given appraisal period are based on when setting goals or targets upon which teacher's performance is assessed. This is not different from quantitative findings in which majority of teachers highly agreed that goals showed a full range of day to day duties they carried out.

Regarding how goal setting affects teacher performance, the informants deliberated as below:

Responsibility of goal setting;

One of the informants (head teacher R) had this to say:

Teachers can only perform well when the immediate supervisor and the teacher jointly set and agree on goals that apply to teacher's routine duties as well as how goals will be attained. In this school every supervisor jointly sets goals with the appraisee and this has motivated teachers to perform better because of improved communication and cooperation between teachers, heads of department, deputy head teacher and myself.

And yet another interviewee (head teacher Q) said:

I jointly set performance goals with my teachers and I have discovered that this way, teachers get more committed and generate many bright views geared to better performance

Another respondent (head teacher P) revealed that:

Involving the teachers in goal setting improves attitudes towards their duties and focuses them to plan effectively on what and how to participate in order to achieve their goals, hence better teacher performance.

The main observation here is that goal setting is a joint responsibility of the head teacher and the teacher concerned and in schools where this is adhered to teacher performance improves. This is in tune with quantitative data where majority of the teachers agreed that their involvement in goal setting motivated them to work.

Timing of goal setting;

One of the informants (head teacher R) added that:

It is of paramount importance that goal setting is done at the beginning of the year for teachers to develop well thought targets leading to effective performance.

Head teacher P also echoed that:

When goals are jointly set at the beginning of the year be sure to register success.

Head teacher Q also added that:

I jointly set performance goals with my teachers at the start of each appraisal cycle and this helps them to know duty expectations early enough for better performance.

This implies that in the schools visited, timely goal setting had been embraced for improved teacher performance. Quantitative data also revealed majority of the respondents in agreement that goals were set at the beginning of every appraisal period leading to better performance because the teachers knew what was expected of them .

4.4.2. Effect of feedback on teacher performance in public secondary schools in Mbale City

Feedback as a measure of teacher performance in public secondary schools in Mbale City was envisaged using twelve items in the construct and their percentage, mean and standard deviation used for reporting. From the findings presented in Table 4.4.4, the opinion of the respondents towards the different items never varied (SD 0.599-0.907) and therefore can be relied upon. The mean of various items ranged between 3.74 and 4.52. The overall mean of appraisal feedback in public secondary schools in Mbale City was 4.16, interpreted as high.

Table 4.4.4 Descriptive Statistics on Feed Back

Items	SA %	A %	UD%	D %	SD %	Mean	Interpretation	Std. Deviation
When I am satisfied with feedback I perform better	59.0	36.2	2.7	1.6	0.5	4.52	Very High	.682
Timely appraisal feedback is helpful in improving my performance.	50.5	46.8	2.7	0.0	0.0	4.43	Very High	.646
Feedback helps me to know how I am performing.	40.0	50.0	5.2	2.7	2.1	4.41	Very High	.609
Feedback enables me take corrective action for better performance.	40.7	50.6	5.0	2.7	1.1	4.40	Very High	.599
Feedback enables me become aware of my job expectation	30.5	56.1	8.0	4.3	1.1	4.32	Very High	.608
My supervisor gives me an opportunity to comment on feedback given to me.	25.1	64.7	5.3	3.7	1.1	4.09	High	.739
The feedback is specific because it always matches with what I have achieved.	18.1	72.3	5.3	3.2	1.1	4.03	High	.677
The feedback is usually not judgmental.	22.3	64.9	6.4	4.8	1.6	4.02	High	.791
Apart from annual formal performance review, there is regular communication between me and my supervisor.	24.5	59.0	10.1	5.9	0.5	4.01	High	.794
I am always provided with feedback on my performance after appraisal.	27.7	54.8	8.0	9.0	0.5	4.00	High	.878
The supervisor provides feedback directed to improve action not an individual.	21.3	62.2	10.6	4.8	1.1	3.98	High	.780
I always get performance feedback immediately after appraisal	14.9	59.6	12.2	11.7	1.6	3.74	High	.907
Overall Average Mean						4.16	High	

Source: Author's primary data (2022).

For ease of explanation and interpretation of percentages obtained in Table 4.4.4 the strongly agree responses were combined with agree responses because on the whole both could conveniently be represented by agree. Likewise, responses for strongly disagree and disagree were also combined to be represented by disagree.

Table 4.4.4 revealed that 95.2% of the respondents agreed that when teachers are satisfied with feedback they perform better, while only 2.1% disagreed and 2.7% were undecided. This item was ranked first in the construct with (Mean=4.52, SD=0.682) interpreted as Very High. This implied that teachers' satisfaction with feedback for better performance was perceived to be very high,

Regarding sub-construct; timely appraisal feedback is helpful in improving my performance, Table 4.4.4 shows that majority 97.3% of the respondents agreed that timely appraisal feedback is helpful in improving teacher performance, while none disagreed and 2.7% were not decided. This item was ranked second in the construct with (Mean= 4.43, SD= 0.646). This implied that the rate at which timely appraisal feedback was helpful in improving teacher performance was very high.

Considering sub-construct; Feedback helps me to know how I am performing, 90% of the respondents agreed that feedback helped teachers to know how they were performing, while 4.8% disagreed and 5.2% were not decided (Table 4.4.4). This item was ranked third in the construct with (Mean= 4.41, SD=0.609). Implying that feedback helping teachers to know how they were performing was very high.

Table 4.4.4 also shows that 91.3% of the respondents agreed that feedback enables teachers to take corrective action for better performance, while 3.8% disagreed and 5% were not decided. This item was ranked fourth in the construct with (Mean= 4.40, SD=0.599). This implied that feedback enabling teachers to take corrective action for better performance was very high.

Regarding sub-construct; Feedback enables me to become aware of my job expectation, Table 4.4.4 unveils that 86.6% of the respondents agreed that feedback enabled teachers to become aware of their job expectation, while 5.4% disagreed and 8% remained undecided. This item was ranked fifth with (Mean= 4.32, SD=0.608), interpreted as very high. This implied that the status of feedback

enabling teachers to become aware of their job expectation in public secondary schools in Mbale City was very satisfactory.

Asked to remark on whether supervisors give teachers an opportunity to comment on the feedback given to them, Table 4.4.4 revealed that 89.8% of the respondents agreed that supervisors gave teachers an opportunity to comment on the feedback given to them, while 4.8% disagreed and 5.3% were not decided. This item was ranked sixth in the construct with (Mean= 4.09, SD=0.739). This implied that supervisors giving teachers an opportunity to comment on the feedback given to them was high.

On whether feedback was specific because it always matched with what teachers had achieved, results from Table 4.4.4 unveiled that 90.4% of the respondents agreed that feedback was specific because it always matched with what teachers had achieved, while 4.3% disagreed and 5.3% remained undecided. This item was ranked seventh in the construct with (Mean= 4.03, SD=0.677), interpreted as High. This implied that the level at which feedback was specific and always matched with what teachers had achieved was satisfactory.

Table 4.4.4 also reveals that 87.2% of the respondents agreed that feedback given to teachers was not judgmental, while 6.4% disagreed and 6.4% were not decided. This item was ranked eighth with (Mean= 4.02, SD= 0.791). Implying that the level at which feedback given to teachers was not judgmental was high.

Findings from Table 4.4.4 further revealed that 83.5% of the respondents agreed that apart from annual formal performance review, there was regular communication between the teachers and their supervisors, while 6.4% disagreed and 10.1% remained undecided. This item was ranked ninth in the construct with (Mean= 4.01, SD=0.794). Implying that apart from annual formal performance review, communication between the teachers and their supervisors was high.

Table 4.4.4 shows that 82.5% of the respondents agreed that teachers were always provided with feedback on their performance after appraisal, 9.5% disagreed and 8% were not decided. This item was ranked tenth with (Mean=4.00, SD=0.878).

Implying that the level at which teachers were provided with feedback on their performance after appraisal was high.

In finding out whether the supervisor provides feedback directed to improve action not an individual, 83.5% of the respondents agreed that supervisors provided teachers with feedback directed to improve action not an individual, while 5.9% disagreed and 10.6% remained undecided (Table 4.4.4). This item was ranked eleventh with (Mean= 3.98, SD=0.780). Implying a high perception that supervisors provided teachers with feedback directed to improve action not an individual.

Asked on whether they always got performance feedback immediately after appraisal, 74.5% of the respondents were in agreement that teachers always got performance feedback immediately after appraisal, while 13.3% disagreed and 12.2% were not decided (Table 4.4.4). This item was ranked twelfth with (Mean= 3.74, SD= 0.907). Implying a high perception that teachers always got performance feedback immediately after appraisal.

As evidenced in the Table 4.4.4 the overall average mean of the second dimension of staff appraisal i.e. feedback was 4.16. This means that feedback is perceived to be highly applied by head teachers in public secondary schools in Mbale City.

In order to establish the effect of feedback on teacher performance in public secondary schools, a simple regression analysis was under taken.

Table 4.4.5 Model summary of the effect of Feedback on Teacher Performance in public secondary schools in Mbale City

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255 ^a	.065	.060	.46140
a. Predictors: (Constant), Feedback				

Source: Author’s primary data (2022).

In interpreting results from table 4.4.5 emphasis was put on R square value for purposes of the test. As earlier observed, R square value (coefficient of determination) depicts the extent to which the dependent variable (Teacher

performance) can be explained by the independent variable (Feedback). Results from simple regression analysis Table 4.4.5, show that the R square value was found to be 0.065 which when converted to percentage ($\times 100$) becomes 6.5%. Implying that in terms of effect, feedback explains teacher Performance by a magnitude of 6.5%. The overall effect of feedback on teacher performance in public secondary schools in Mbale City was based on findings in Table 4.4.6 below.

Table 4.4.6 effect of Feedback on Teacher Performance in public secondary schools in Mbale City (ANOVA).

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.715	1	2.715	12.754	.000 ^b
	Residual	39.171	184	.213		
	Total	41.886	185			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Feedback						

Source: Authors primary data (2022)

The significance (Sig.) value was the basis of interpreting results from table 4.4.6. As earlier observed, Sig. value is compared with the probability (P) value of 0.05 to determine the level of significance of the effect of Feedback on teacher performance. Saunders et al (2003), opine that a Sig. value less than P value implies a significant effect, while that greater than it implies an insignificant effect.

The results from Table 4.4.6 show Sig, value $0.000 < 0.05$ implying that feedback had a significant effect on teacher performance in public secondary schools in Mbale City..

To triangulate the above quantitative data from questionnaires to teachers, structured interviews were administered to head teachers. Results from interviews were analyzed using thematic content analysis as per the breakdown below:

When Head teachers were asked about how they provided appraisal feedback to teachers, the following observations were yielded,

Timing of Feedback;

In their responses, the head teachers confirmed that feedback is regularly communicated to teachers. This shows that regular feedback is a very important determining factor of teacher performance in public secondary schools in Mbale City.

One of the key informants (head teacher P) remarked that:

I provide feedback to my teachers on a daily basis in less formal meetings within the school. I also communicate feedback to the teachers during quarterly performance review meetings.

In another interview it was revealed that:

Apart from annual performance review that comes at the end of the assessment period, I ensure that the teacher receives feedback timely and frequently. (Interview with Head teacher R).

Interviewee (head teacher Q) responded that:

As soon as the teacher's strengths and weakness in performance are recognized I provide him/her with feedback on the same.

From the various responses yielded from interviews, it can be noted that head teachers regularly provided teachers with feedback on their performance aimed at improving teacher performance. This is in harmony with quantitative findings where majority of the teachers agreed that timely feedback was helpful in improving their performance.

Communication of feedback;

Interviewees revealed the various ways used to give feedback to their teachers. For example Head teacher R said:

I call the teacher concerned to my office and give him/her precise and constructive feedback recognizing good performance and challenging poor performance as they occur. My strength is the use of friendly and respectful approach to allow the teacher comment on the feedback.

One informant revealed that:

In all cases I give the teacher a chance to discuss the feedback given to enhance improvement in performance. (Interview with Head teacher P).

Interviewee (head teacher Q) observed that:

I write to the teacher objectively appreciating areas of good performance while noting salient areas that require improvement. I then arrange a brief meeting with the teacher to share views concerning the feedback after he/she has analyzed the feedback. During the beginning of term one meeting, I promptly inform teachers as to whether their forms of the previous appraisal period were completed, received and filed.

The opinions of the head teachers indicate that in schools feedback to teachers may be given verbally or in writing. That feedback is given in an appropriate manner and place to facilitate discussion of the feedback between the head teacher and the teacher as a measure to foster better performance. Similarly, quantitative findings revealed majority of the teachers having highly agreed that their supervisors gave them an opportunity to comment on the feedback given to them. To this effect teachers very highly agreed that when satisfied with feedback they performed better.

As far as observable changes from teachers after receiving appraisal feedback is concerned, the interviewees made the following remarks:

Impact of feedback;

Teachers' motivation and commitment to work increases and they openly discuss with me their training and development requirements and other areas where assistance is needed. (Interview with Head teacher R).

Head teacher Q pointed out that:

I have observed that when feedback is given appropriately and timely my teachers improve upon quality while performing their duties. I have noted that they produce schemes of work and lesson plans that

conform to the given format and on time. They have adequately prepared teaching aids in their subject areas and on the overall students are more satisfied with the way they teach and guide and counsel them.

Head teacher P slightly differed from the others when he echoed that:

Some teachers over inflate assessment of own performance and become defensive when their weaknesses are pointed out. They are rude, dishonest with self, insubordinate and withdrawn which does not yield the intended improvement in performance.

In view of the responses given by interviewees above, appropriate and timely feedback enables teachers to meet the targets agreed upon at the beginning of the appraisal cycle. This is an indicator of improved teacher performance in some schools, while those schools where feedback is delayed yield poor teacher performance.

Asked about the follow up action taken by them after appraisal feedback, Head teacher responded as follows:

Follow up action upon Feedback;

Head teacher Q responded that:

I hold regular meetings with the teacher concerned to coach and mentor him/her to improve on the weak areas. I also analyse and identify common areas of weakness among the teachers and arrange for a training workshop for the same.

Head teacher R emphasized that:

I step up performance monitoring to objectively track teachers' progress in line with the feedback provided. I also use the information obtained to appropriately recognize and assign duties to teachers, recommend promotion of good performers or otherwise remedial action for poor performance.

Upon interview (head teacher P) said:

I dialogue with the teacher to review past performance and plan for the future. I ensure teachers are adequately trained in appraisal techniques regarding performance planning and assessment for smooth appraisal process.

The fore going remarks by the key informants imply that Head teachers who intensify supervision, dialogue and hold regular meetings with teachers upon appraisal feedback have the capacity to identify the weaknesses and strengths of their teachers to arrange mentoring and training or reward teachers accordingly to improve teacher performance.

4.4.3. Effect of teachers' perception about appraisal on teacher performance in public secondary schools in Mbale City

Teacher's perception about appraisal as a measure of teacher performance was analyzed descriptively using a questionnaire of twelve items in the construct and their percentages, means and standard deviation calculated. The findings (Table 4.4.5) show that the mean of indicators ranged from 1.79-3.45. The overall calculated mean was 2.21 interpreted as low.

Table 4.4.7 Descriptive Statistics on Teachers' Perception about Appraisal

Items	SA %	A%	UD%	D%	SD%	Mean	Interpretation	Std. Deviation
My supervisor is always fair in rating my performance.	19.7	39.4	10.1	28.2	2.7	3.45	High	1.171
Staff appraisal is just a formality to fulfill the requirements	5.9	18.6	11.7	46.3	17.6	2.49	Low	1.154
I see no action taken after appraisal.	8.5	12.2	5.9	45.2	28.2	2.28	Low	1.236
Appraisal always creates tension between me and my supervisor.	3.7	14.4	5.3	56.4	20.2	2.25	Low	1.053
I always find appraisal as an extra work load on me.	6.4	11.7	5.3	51.1	25.5	2.22	Low	1.144
I see staff appraisal as fault-finding on my performance.	3.7	8.0	8.0	53.7	26.6	2.09	Low	.999
Appraisal always makes me suspicious of my supervisor.	4.8	10.1	6.4	45.7	33.0	2.08	Low	1.109
I find appraisal a boring exercise because it is the same throughout the years.	2.1	13.3	7.4	40.4	36.7	2.04	Low	1.082
Used by supervisors to intimidate teachers	4.3	5.9	7.4	44.7	37.8	1.94	Low	1.035
Appraisal reports do not matter to me	3.7	6.4	5.9	46.8	37.2	1.93	Low	1.011
Used to threaten and put teachers under control.	4.8	5.9	6.9	42.0	40.4	1.93	Low	1.067
Staff appraisal exercise is a waste of my time	3.2	3.7	5.3	44.7	43.1	1.79	Very Low	.939
Overall Average Mean						2.21	Low	

Source: Author's primary data (2022).

For ease of description and interpretation of percentages yielded in Table 4.4.7 the strongly agree responses were combined with agree responses because on the whole both could conveniently be represented by agree. Likewise, responses for strongly disagree and disagree were also combined to be represented by disagree.

Table 4.4.7 on sub-construct; My supervisor is always fair in rating my performance, revealed that 59.1% of the respondents agreed that supervisors were fair in rating teachers' performance, while 30.9% disagreed and 10.1% were not decided. This item was ranked first in the construct with (Mean= 3.45, SD=1.171). This implied that supervisors being fair in rating teachers' performance was high.

Regarding staff appraisal as just a formality for fulfillment of the requirements, 24.5% of the respondents agreed that staff appraisal was just a formal fulfillment of the requirements by supervisors, while 63.9% disagreed and 11.7% were undecided (Table 4.4.7). This item ranked second in the construct with (mean= 2.49, SD=1.154), implying that the level of staff appraisal being just a formal fulfillment of the requirements by supervisors was Low.

Furthermore, Table 4.4.7 reveals that 20.7% of the respondents agreed that teachers saw no action taken after appraisal, while 73.4% disagreed and 5.9% were undecided. This item was ranked third with (Mean= 2.28, SD=1.236), interpreted as low. This indicated that the status of teachers seeing no action taken after appraisal was low.

Regarding sub-construct; Appraisal always creates tension between me and my supervisor, 18.1% of the respondents agreed that appraisal always created tension between teachers and their supervisors, while 76.6% disagreed and 5.3% remained undecided (Table 4.4.7). This item was ranked fourth in the construct with (Mean=2.25, SD=1.053). This implies that the status of appraisal always creating tension between teachers and their supervisors was low.

Findings from Table 4.4.7 unveiled that 18.1% of the respondents agreed that teachers always found appraisal an extra work load on them, while 76.6% disagreed

and 5.3% were not decided. This item was ranked fifth with (Mean= 2.22, SD= 1.144). This indicates that the teachers always finding appraisal an extra work load on them was regarded low.

Table 4.4.7 revealed that 11.7% of the respondents agreed that teachers saw staff appraisal as fault finding on their performance, on the contrary 80.3% disagreed while 8% remained undecided. This item was ranked sixth in the construct with (Mean=2.09, SD=0.999). This implied that teachers seeing staff appraisal as fault finding on their performance was low.

Concerning the item that appraisal ended up making teachers suspicious of their supervisors, 14.9% of the respondents agreed, 78.7% disagreed and the undecided were 6.4% (Table 4.4.7). The item scored a rank order of seven with (Mean= 2.08, SD= 1.109). Implying that the status of appraisal making teachers suspicious of their supervisors was low.

The results in Table 4.4.7 further indicated that 77.1% of the respondents disagreed that teachers found appraisal a boring exercise for being the same throughout the years, 15.4% agreed and 7.4% remained undecided. This item emerged eighth in the construct with (Mean=2.04, SD=1.082). Implying that teachers finding appraisal a boring exercise for being the same throughout the years was low in public secondary schools in Mbale City.

As evidenced in Table 4.4.7, 82.5% of the respondents disagreed that appraisal was used by supervisors to intimidate teachers 10.2% agreed and the undecided were 7.4%. This item was ranked ninth in the construct with (Mean=1.94, SD=1.035). An indication that the status of appraisal being used by supervisors to intimidate teachers was low.

In the same vein, 84% of the respondents were in disagreement that staff appraisal reports did not matter to teachers, while 10.1% agreed and 5.9% were undecided. The item scored rank order ten in the construct with (Mean=1.93, SD=1.011). This implied that staff appraisal reports not mattering to teachers was low.

Regarding sub-construct; Used to threaten and put teachers under control, Table 4.4.7 shows that 82.4% of the respondents disagreed that appraisal was used to threaten and put teachers under control, 10.7% agreed and 6.9% were undecided. This item was ranked eleventh with (Mean=1.93, SD=1.067). Implying that the status of appraisal being an exercise used to threaten and put teachers under control was low.

Furthermore, 87.8% of the respondents disagreed with the opinion that staff appraisal exercise was a waste of teachers’ time, while 6.9% agreed and 5.3% remained undecided (Table 4.4.7). This item was ranked twelfth with (Mean=1.79, SD=0.939). This implied that the status of staff appraisal being a waste of teachers’ time was very low.

In conclusion, the findings from Table 4.4.7 showed that teachers’ perception about appraisal in public secondary schools in Mbale City yielded a low overall average mean of 2.21. It may be deduced that the status of teachers’ perception about appraisal was not satisfactory.

In order to establish the effect of teachers’ perceptions about appraisal on teacher performance in public secondary schools, a simple regression analysis was undertaken.

Table 4.4.8 Model summary of the effect of Teachers’ Perception about Appraisal and Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.127 ^a	.016	.005	.47462
a. Predictors: (Constant), Teachers’ perceptions about appraisal.				

Source: Authors primary data (2022)

In interpreting results from table 4.4.8 emphasis was put on R square value for purposes of the test. As earlier noted, R square value (coefficient of determination)

depicts the extent to which the dependent variable (Teacher performance) can be explained by the independent variable (Teachers' perceptions about appraisal). Results from simple regression analysis Table 4.4.8, show that the R square value was found to be 0.016 which when converted to percentage (x 100) becomes 1.6%. Implying that in terms of effect, teachers' perceptions about appraisal accounts for teacher performance by a magnitude of 1.6%. The overall effect of Teachers' perceptions about appraisal on teacher performance in public secondary schools in Mbale City was based on findings in Table 4.4.9 bellow.

Table 4.4.9 effect of Teachers' perceptions about appraisal on Teacher Performance in public secondary schools in Mbale City (ANOVA).

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.006	1	.006	.027	.869 ^b
	Residual	41.899	186	.225		
	Total	41.906	187			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Teachers' Perceptions about appraisal						

Source: Authors primary data (2022)

The significance (Sig.) value was the basis of interpreting results from table 4.4.9. As earlier observed, Sig. value is compared with the probability (P) value of 0.05 to determine the level of significance of the effect of Teachers' perceptions about appraisal on teacher performance. Saunders et al (2003), opine that a Sig. value less than P value implies a significant effect, while that greater than it implies an insignificant effect. The results from table 4.4.9 show Sig, value 0.869 > 0.05 implying those teachers' perceptions about appraisal had no significant effect on teacher performance in public secondary schools in Mbale City.

To triangulate the above quantitative data from questionnaires to teachers, structured interviews were administered to head teachers. Results from interviews were analyzed using thematic content analysis as per the breakdown below:

When respondents were asked about teachers' attitudes towards appraisal, they gave the following remarks:

Teachers' perceptions regarding appraisal;

Head teacher Q observed that:

My teachers have developed a positive perception towards teacher appraisal because whenever I call upon them regarding appraisal, they attend appraisal meetings promptly, they are open and honest to me and ensure action plan is drawn to improve performance.

Another (head teacher R) revealed that:

Most of my teachers show willingness to participate in all activities of teacher appraisal. For example, they do performance planning well and timely and they show objectivity during performance assessment. They also openly discuss with me their training needs to enhance better performance. A few of my teachers criticize appraisal because they say rewards as a result of appraisal are not forthcoming.

Yet another (head teacher P) pointed out that:

To a larger extent, my teachers have a positive perception towards appraisal because they set specific goals and work hard to achieve them, they seek and dialogue with me concerning feedback, they fill and return appraisal forms on time and also accept the ratings given to them. However, about 2% of my teachers label the exercise as unfair regardless of efforts taken to get them to understand and comply with the outcome.

Interviewee observations above clearly show that teachers who have a positive perception towards appraisal foster a smooth appraisal process and meet the set targets culminating in better teacher performance, while those with negative attitudes do the opposite.

When asked about areas that needed improvement in performance appraisal, all the head teachers interviewed emphasized that goal setting should be jointly done

and agreed upon by immediate supervisor and the teacher at the beginning of the appraisal cycle in order to obtain desired outcome of the appraisal process. They also agreed that feedback should be specific, objective and frequently given in an appropriate manner and place to inspire and encourage desirable behavior in the appraisee.

In addition, (head teacher R and P) concurred that:

The reward system to teachers upon appraisal should be made more objective and frequent. Teachers should be promoted in the classroom and also to administrative posts based on appraisal reports for three consecutive years as per Uganda Public Service Standing Orders as a motivation to good performance.

While head teacher Q added that:

Supervisors and teachers should be trained in appraisal techniques and appraisal documentation at school level should be improved to serve as a point of reference for future appraisals. Reasonable judgment or action should be taken by appraiser and appraisee to ensure fairness in the appraisal process.

4.4.4. Multiple Regression Analysis between Teacher Performance and Staff Appraisal.

In order to ascertain the individual effect of each explanatory variable on the dependent variable, multiple regression analysis was run and yielded results in Table 4.4.10 below.

Table 4.4.10 Multiple Regression Analysis between Teacher Performance and Staff Appraisal.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.778	.377		2.061	.041
	Goal Setting	.788	.096	.586	8.213	.000
	Feedback	.140	.037	.024	.387	.700
	Teachers' Perceptions about appraisal	.047	.078	.043	.607	.545

a. Dependent Variable: Teacher Performance

Source: Author's primary data (2022).

The regression analysis yielded a deterministic regression model of the form:

$$Y = \alpha + B_1X_1+B_2X_2+B_3X_3 \dots \dots \dots (I).$$

Where: Y = Dependent Variable (Teacher performance)

α = Regression Constant.

$B_1 B_2B_3$ = Regression Coefficients

$X_1X_2X_3$ = Independent Variables (Staff Appraisal)

As such,

$$Y = 0.778 + 0.788GS + 0.14FB + 0.047AP$$

Interpretation of the model:

0.778: This is the value of Teacher performance when all the staff appraisal variables are at zero. This value implies that even at zero staff appraisal, some level of teacher performance is expected. Meaning there are other factors affecting performance other than appraisal.

0.788GS: This value suggests that when feedback and perception about appraisal are at zero, teacher performance increases by 0.788. That is to say, for a unit increase in Goal setting, teacher performance increases by 78.8%

0.14FB: This value suggests that for a unit change in feedback (FB), Teacher performance increases by 0.14 keeping goal setting and teachers' perceptions about appraisal at zero. The conclusion here is that feedback has got an incremental effect on teacher performance of up to 14%

0.047AP: This value indicated that for a unit change in teachers' perceptions about appraisal, teacher performance increases by 0.047 when goal setting and feedback are at zero. This implied that teachers' perceptions about appraisal had an incremental effect on teacher performance of up to 4.7%

Therefore, results of a multiple regression analysis to assess the specific effect of each independent variable on teacher performance revealed that Goal setting had the highest incremental effect, while Feedback had a moderate incremental effect followed by Teachers' perception about appraisal with the least incremental effect on teacher performance. With only goal setting being significant. This implies that head teachers who jointly set goals with their teachers are perceived to contribute to improved teacher performance in public secondary schools in Mbale City.

CHAPTER FIVE : DISCUSSION OF RESULTS

5.0. Introduction.

This chapter presented the discussion of the results in relation to the study objectives while comparing them to the existing literature.

5.1. Discussion on Teachers' Performance.

Teacher performance was the outcome variable in the study, it was analysed using eleven items and the general observation revealed that teacher performance yielded a high overall mean average. This implied that teachers agree they are doing their work averagely well in the selected schools that were used by the researcher. This research finding is consistent with Everest and Michael (2012), who referred to teacher performance as teacher preparation in terms of scheming and lesson planning, classroom management, co-curricular activities and the general management of school affairs.

5.2. Discussion on Staff Appraisal Practices.

The study considered staff appraisal practices in the form of Goal setting, feedback giving and teachers' perception about appraisal practices.

5.2.1. Goal setting and teacher performance

Goal setting was established to have a high overall mean average (Table 4.4.1); this suggested that teachers agree that goal setting has got an influence on teacher performance. Specifically, findings therein show that majority of the respondents very highly agreed that involvement of teachers in goal setting always motivated them to work leading to better performance because the teachers knew what was expected of them. The study also revealed that there was a strong positive significant effect of goal setting on Teacher Performance. Having established this, the study continued to reveal that goal setting explains teacher performance by a magnitude higher than the other appraisal practices in the current study. The findings are consistent with previous studies done by Mayse (2016), who found out that goals give teachers a direction to follow and help them to turn their plans to a reality. That they are the result of having a vision, planning what one wants to achieve, then following that plan to success.

This finding was anchored on the facts of several key informants, for instance one head teacher revealed that teachers develop their individual performance plans in the third week of January which are jointly reviewed with the head teacher and key outputs, performance indicators and performance targets/goals are jointly agreed upon.

This meant that goals are being set together; that is to say between supervisors and the teachers themselves which makes teachers perform well. This finding was similar to that of Muweesi (2018), who advanced that when employees participate in decision making, it increases their love to work and job satisfaction. This closely relates to Locke & Latham (2006) who said that Goal-setting theory concurs that obligation on goals is probably going to be high when goals are made open and they are not forced on people. As indicated in chapter four, one key informant head teacher observed that teachers can only perform well when the immediate supervisor and the teacher jointly set and agree on goals that apply to teacher's routine duties as well as how goals will be attained.

The revelation is in tune with Kumar, (2014) who postulated that the underlying philosophy behind mutual setting of goals is that workers will work harder for goals or objectives that they have participated in setting. Ideally this finding shows that goal setting is an important determinant of teacher performance in public secondary schools.

5.2.2. Feedback and teacher performance

Descriptively, Feedback was established to be with a high overall mean average (Table 4.4.4), this suggested that teachers agreed that feedback has got an influence on teacher performance. Precisely, results in this table revealed majority of the responds having very highly agreed that timely appraisal feedback to teachers and teachers' satisfaction with the feedback given led to improved teacher performance. The study also revealed that there was a weak positive significant effect of feedback on Teacher Performance; this implied that Feedback explained Teacher performance by a lower magnitude than goal setting. This means that head teachers who provide teachers with constructive and timely feedback

have the potential of making their teachers perform well. The implication of this is that teachers who receive regular feedback tend to be more cooperative, satisfied and motivated at work.

This research finding is consistent with Pecheone and Chung (2006), who established that appraisal and feedback have a strong positive influence on teachers and their work because teachers report that it increases their job satisfaction and, to some degree, their job security. Similarly Kyakulumbye (2013), while investigating the influence of appraisal system on staff performance in selected privately managed secondary schools in Uganda, found out that a strong significant relationship exists between appraisal feedback and staff performance.

This is also true for teachers in public secondary schools in Mbale City as was noted by one key informant head teacher who echoed that when feedback was given appropriately and timely, teachers improve upon quality while performing their duties, for example they produce schemes of work and lesson plans that conform to the given format and on time.

This qualitative finding is corroborated with Armstrong (2003), who emphasizes that the importance of giving timely feedback to an employee is to develop and maintain a motivated work force. This revelation is consistent with Muli (2011), who established that unsatisfactory feedback translated to little or no effect on teachers' performance. This echoes an earlier observation by teachers in table 4.4.4 that constructive, honest and timely feedback given in an appropriate manner is satisfactory and improves teacher performance. This is comparable to Messer and Mires (1965), who opined that timely feedback has long lasting effects on teachers because the learning can be applied immediately, preventing a problem from growing out of control.

5.2.3. Teachers' Perception about Appraisal and teacher performance

Contrary to the above, Teacher's perception about appraisal was revealed to have Low overall average mean response (Table 4.4.7). This implied that teachers had a poor perception about appraisal in the schools that were visited. Moreover, the

study revealed a weak positive effect of Teachers' perception about appraisal on the dependent variable teacher Performance; further still the findings suggested that perception about appraisal had a very low magnitude in explaining teacher performance. In the same vein, the findings revealed that there was no statistical significance between perception about appraisal and teacher performance.

The findings are inconsistent with qualitative findings from head teachers who unanimously observed that their teachers were always willing to participate in staff appraisal activities and this had resulted into better performance. For instance one key informant head teacher revealed that teachers had developed a positive perception towards teacher appraisal because whenever they were called upon regarding appraisal, they were open and honest and ensured action plan was drawn to improve performance.

This finding is in tune with Olson and Maio, 2003: Petty et al 2003, who opined that People can have favourable or unfavourable reactions to issues, ideas, objects, a specific behavior, or entire social groups. To this effect when teachers have favourable perceptions about appraisal, performance improves and the reverse is true. Relatedly, in his findings Kyakulumbye (2013) revealed that the success of the appraisal system and hence high teacher performance in private schools depends on the perceptions of staff. An indicator that teachers' perceptions about appraisal may affect teacher performance in public secondary schools as well.

However, this is inconsistent with the present research which has revealed that whereas teachers had perceptions about appraisal, it did not have a statistically significant effect on teacher performance in public secondary schools in Mbale City to justify stand-alone policy intervention.

To strengthen the bond between perception about appraisal and teacher performance Oberg (2001) advises that appraisers should be aware that their appraisal practices will determine appraisee perceptions which ultimately determine the success or failure of appraisal process. This is comparable to Johnson (1995), who conducted a study to examine the perceptions of nearly 32,000 American federal employees towards staff appraisal and concluded that less than

one-fifth felt that the process motivated employees to perform well. In the same vein Malunda, Onen, Musaazi and Oonyu (2016), sought to establish the extent to which teacher evaluation influences the quality of pedagogical practices in public secondary schools in Uganda and concluded that the way teachers teach, is partly determined by how well and regularly they are evaluated ,other factors not withstanding.

Findings in table 4.4.7 which revealed that teachers agreed that their supervisors were fair while appraising them and this led to improved performance are consistent with Boswell and Boudreau (2000), who found a significant positive relation between employee perception and procedurally just performance appraisals and underscored the importance employees place on fairness. However, the present research as indicated in table 4.4.9 has established that teachers' perceptions about appraisal did not have a statistically significant effect on teacher performance in public secondary schools in Mbale City.

CHAPTER SIX : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0. Introduction

This chapter provided the summary of the findings of the study, conclusions and policy recommendations upon the findings on the topic staff appraisal and teacher performance in public secondary schools in Mbale City.

6.1. Summary of the study

The main objective of the study was to examine the effect of staff appraisal on teacher performance in public secondary schools in Mbale City. Specifically the study set out to establish the extent to which goal setting, feedback and teacher's perceptions about appraisal influence teacher performance. The study was informed by the expectancy theory and the goal-setting theory. These theories were found relevant to the study in a way that they deal with human behavior and how it affects their performance in specific work situations. A review of literature revealed that there was a significant relationship between staff appraisal and teacher performance. Out of 423 teachers, a sample of 204 teachers was selected through a proportionate calculation to obtain a representative sample from each school and then simple random sampling technique was applied. Whereas purposive sampling was used to select 5 head teachers. The study adopted a descriptive cross-sectional survey research design with both qualitative and quantitative approaches. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages, mean, and standard deviation. Regressions were done to ascertain the effect of goal setting, feedback and teacher's perceptions about appraisal on teacher performance; Qualitative data analysis was done through thematic content analysis. The findings revealed that goal setting and feedback have a statistically positive and significant effect on teacher performance in public secondary schools in Mbale City, while teachers' perception about appraisal did not.

6.2. Conclusions

From the study findings and discussions thereafter, the following conclusions are drawn in line with the research objectives and questions.

6.2.1. To find out how goal setting affects Teacher Performance in Public Secondary Schools in Mbale City, Uganda

In accordance to objective one, the study revealed that there was a high level of agreement about the effect of goal setting on teacher performance. Similarly, inferential statistics also revealed a statistically significant strong positive relationship between goal setting and teacher performance. It is therefore concluded that goal setting is an important determinant of teacher performance in public secondary schools in Mbale City. The head teachers involve teachers in setting goals at the beginning of the appraisal period and this had improved performance because teachers knew what was expected of them and were motivated to work.

6.2.2. To find out how appraisal feedback affects teacher performance in public secondary schools in Mbale City, Uganda.

Relating to objective two, the study revealed that there was a positive statistically significant relationship between appraisal feedback and teacher performance. From this finding it was concluded that feedback had a significant effect on teacher performance in public secondary schools in Mbale City. Feedback is one of the factors that determine teacher performance and rarely did a teacher in a public secondary school in Mbale City like to work without getting feedback on his or her progress. Head teachers in Mbale City provided their teachers with feedback regularly and appropriately to improve performance in public secondary schools.

6.2.3. To find out how teachers' perceptions about appraisal affects teacher performance in public secondary schools in Mbale City, Uganda.

In line with objective three, the study found out that there was a weak positive non-significant relationship between teachers' perceptions about appraisal and teacher performance. From this finding the researcher concluded that teachers' perceptions about appraisal had no significant effect on teacher performance in public secondary schools in Mbale City. However, lack of a statistically significant effect does not mean that teachers' perception about appraisal has no effect on teachers' performance in public secondary schools in Mbale City. The effect exists but of a small magnitude, for example findings from table 4.4.7 indicate that

teachers agreed that head teachers were always fair while rating their performance which translated into improved teacher performance. This is supported by qualitative findings where head teachers indicated that teachers' positive perception to participate in all appraisal activities improved teacher performance

6.3. Recommendations

The researcher makes the following recommendations for action:

1. Head teachers should always involve their teachers in goal setting at the beginning of the appraisal cycle, in order to increase teacher performance in public secondary schools.
2. Head teachers should ensure that feedback is timely and appropriately given to teachers to inspire improvement in the current performance of teachers in public secondary schools.
3. Head teachers should strive to develop among teachers positive perceptions about appraisal to yield improvement in teacher performance in public secondary schools.

6.4. Areas for Further Research

The following areas can be considered for further research:

The researcher suggests that other studies be done on the effect of staff appraisal on teacher performance using different research designs, samples and different settings for comparison purpose and allow generalization of the findings.

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APPENDIX A : QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am a MED student at Uganda Christian University. I'm currently undertaking my research project on Staff Appraisal and Teacher Performance in Public Secondary Schools in Mbale City. This questionnaire is intended to collect data from teachers which will be useful in the above mentioned research. You have been identified as a respondent. You are kindly requested to complete the questionnaire as illustrated in each section. Kindly answer the questions as honestly as possible and the information you give will be kept **CONFIDENTIAL** and only used for academic purposes.

Thank you

SECTION A- PERSONAL INFORMATION

Please indicate the correct option by ticking (*/*)

1. What is your gender (a) Female b) Male

2. What is your professional qualification

a) Diploma in education

b) Graduate (Degree)

c) Masters Degree

d) PhD

3. What is your teaching experience ?

a) Less than a year

b) 2-5 years

c) 6-9 years

d) 10-15 years

e) 16-20 years and above

SECTION B: TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MBALE CITY.

Please indicate the extent to which you agree with the following statements by ticking (*/*) as in the previous section.

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree.

Code	Statement	5	4	3	2	1
B1	There are schemes of work by the beginning of the term.					
B2	Teachers follow the schemes of work.					
B3	Teachers prepare lessons on a daily basis.					
B4	Teachers use lesson plans in class.					
B5	Teachers attend to all their lessons on the time table.					
B6	Teachers assess students continuously.					
B7	Teachers make students participate actively in their lessons.					
B8	Teachers use a variety of teaching materials in delivering lessons .					
B9	In this school teachers mark students' work regularly .					
B10	In this school teachers give students a lot of home work .					
B11	In this school the syllabus for each subject is always covered before UNEB examinations					

SECTION C: GOAL SETTING AND TEACHER PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (/) appropriately

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree.

Code	Statement	5	4	3	2	1
C1	Goals define the expectations of my work.					
C2	Goals lead to better performance because I know what is expected of me.					
C3	The goals show a full range of day to day duties I carry out.					
C4	My supervisor and I always set goals jointly.					
C5	Goals are set at the beginning of every appraisal period.					
C6	The goals set are specific.					
C7	My involvement in goal setting always motivates me to work.					
C8	My supervisor regularly discusses my goals with me.					
C9	I always achieve the goals set.					
C10	Goals set clearly show standards to be achieved.					
C11	My supervisor is always cooperative.					
C12	I am satisfied with the way staff appraisal system is used to set my performance goals.					

SECTION D: FEEDBACK AND TEACHER PERFORMANCE

Please indicate the extent to which you agree with the following statements by ticking (✓) as in the previous section.

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree.

Code	Statement	5	4	3	2	1
D1	I am always provided with feedback on my performance after appraisal.					
D2	I always get performance feedback immediately after appraisal					
D3	Feedback enables me become aware of my job expectation					
D4	Feedback enables me take corrective action for better performance.					
D5	Feedback helps me to know how I am performing.					
D6	The feedback is specific because it always matches with what I have achieved.					
D7	Timely appraisal feedback is helpful in improving my performance .					
D8	Apart from annual formal performance review, there is regular communication between me and my supervisor.					
D9	My supervisor gives me an opportunity to comment on feedback given to me.					
D10	The feedback is usually not judgmental.					
D11	The supervisor provides feedback directed to improve action not an individual.					
D12	When I am satisfied with feedback I perform better					

SECTION E: TEACHERS' PERCEPTIONS ABOUT APPRAISAL AND TEACHER PERFORMANCE

Please indicate the extent to which you agree with the statement by ticking (✓) appropriately

Key: 5= strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, and 1= strongly disagree.

Code	Statement	5	4	3	2	1
E1	My supervisor is always fair in rating my performance.					
E2	Staff appraisal is just a formality to fulfil the requirements					
E3	Appraisal reports do not matter to me					
E4	I always find appraisal as an extra work load on me.					
E5	Appraisal always creates tension between me and my supervisor.					
E6	I find appraisal a boring exercise because it is the same throughout the years.					
E7	Appraisal always makes me suspicious of my supervisor.					
E8	I see staff appraisal as fault-finding on my performance.					
E9	Used by supervisors to intimidate teachers					
E10	Staff appraisal exercise is a waste of my time					
E11	Used to threaten and put teachers under control.					
E12	I see no action taken after appraisal.					

END

Thank you for taking part in the study

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS.

1. Describe to me teacher appraisal in your school especially its frequency and how you do it?
2. What do you base on your appraisal?
3. In your experience in which ways does goal setting affect teacher's performance?
4. How do you provide teachers with appraisal feedback?
5. In your view, what changes do you observe from teachers after receiving appraisal feedback?
6. What follow up actions do you take after appraisal feedback?
7. In your view what are the teachers' attitudes towards appraisal?
8. What areas need improving in performance appraisal

APPENDIX C: A COPY OF THE LETTER FROM UCU



UGANDA CHRISTIAN UNIVERSITY
MBALE UNIVERSITY COLLEGE

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To: THE CITY EDUCATION OFFICER
MBALE CITY.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!!

We are honored to introduce to you WAMBYA GODWIN
of Registration Number; S17/MUC/MED/001 pursuing a

Masters' Degree/ Postgraduate Diploma/ Bachelor's Degree
MASTER OF EDUCATION ADMINISTRATION & PLANNING.

He is required to carry out academic research on the topic;
STAFF APPRAISAL AND TEACHER PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS IN MBALE CITY,
UGANDA.

And thereafter produce a well bound hard cover research report (MAROON) in color, four undergraduate and three (BLACK) copies for postgraduate students as a University as a requirement for the award of Masters in the academic discipline that he/she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Yours Faithfully,

Dr. Ovia Kyatuha Mwisaka
Academic Registrar



Permission granted to carry out research in 5 govt aided secondary schools in Mbalale City. 13/10/2022

